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AUTHOR Krentz, Jane; Thurlow, Martha; Callender, Stacy
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ABSTRACT

This study examined the extent to which students with disabilities are included in accountability systems in states in which there are high stakes for educational systems. Conducted through a World Wide Web search of states' education Web sites and direct links to their Web sites, the study examined the indicators on which states collect information as well as the consequences provided by the states. Of the 280 indicators listed for these states according to the Educational Commission of the States (ECS), the study was able to find documentation of 178 of them on the states' Web sites or direct links. Furthermore, an additional 216 indicators not identified by the ECS were located. The study found that it was difficult to determine the extent to which any of these indicators were used in making determinations for consequences. Most often, assessment scores served as the only indicator used for making this determination. The study found that although students with disabilities may be included in assessment, their scores may not be included in the accountability system, and most states did not specify whether students with disabilities were included when defining the indicators used. (Contains 10 references.) (CR)

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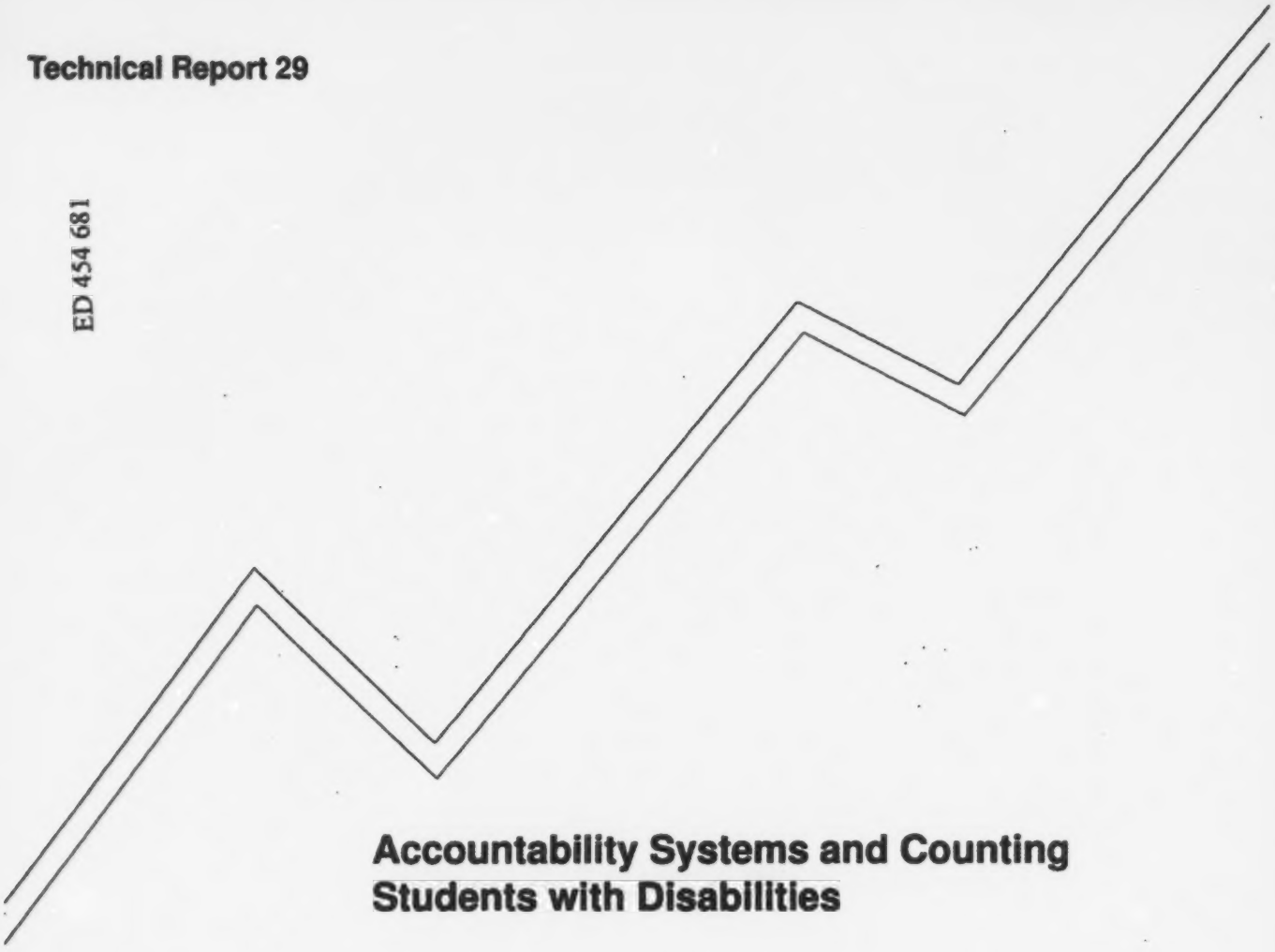

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Accountability Systems and Counting Students with Disabilities

Jane Krentz • Martha Thurlow • Stacy Callender

December 2000

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NCEO Core Staff

Deb A. Albus
John S. Bielinski
Jane L. Krentz
Kristi K. Liu
Jane E. Minnema
Michael L. Moore
Rachel F. Quenemoen
Dorene L. Scott
Sandra J. Thompson
James E. Ysseldyke

Martha L. Thurlow, Director

Additional copies of this document may be ordered for $20.00 from:

National Center on Educational Outcomes
University of Minnesota • 350 Elliott Hall
75 East River Road • Minneapolis, MN 55455
Phone 612/624-8561 • Fax 612/624-0879
http://www.coled.umn.edu/NCEO

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Executive Summary

This report is the first by the National Center on Educational Outcomes (NCEO) to examine the extent to which students with disabilities are included in accountability systems of states in which there are high stakes for educational systems. Conducted through a Web search of states' education Web sites and direct links to their Web sites, we examined the indicators on which states collect information (e.g., student indicators, staff indicators, program indicators, and use of resources indicators) as well as the consequences provided by the states (e.g., rewards, assistance, or sanctions).

Of the 280 indicators listed for these states according to the Education Commission of the States (ECS), NCEO was able to find documentation of 178 of them on the states' Web sites or direct links. Furthermore, NCEO found an additional 216 indicators not identified by ECS. However, it was difficult to determine the extent to which any of these indicators were used in making determinations for consequences. Information for many indicators was collected and reported but not included in the actual formulas for determining rewards, assistance, or sanctions. Most often, assessment scores served as the only indicator used for making this determination.

Five states had accountability formulas that could be identified in information found on state Web sites. Louisiana, Mississippi, New York, North Carolina, and Ohio listed their indicators and criteria as well as how they are used to determine the consequences for states. From the information found, other states may have some of these components of an accountability system, but did not provide the level of detail on their Web sites needed to determine how their systems were implemented.

This study highlighted that not only was it difficult to determine exactly what indicators factored into overall accountability systems, but it was also difficult to find evidence that students with disabilities were included in accountability systems. Although students with disabilities may be included in assessments, their scores may not be included in the accountability systems, and most states did not specifically state whether students with disabilities were included when defining the indicators used.

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Overview

Educational accountability is gaining attention and influence as state and local policymakers implement sweeping accountability reforms. States are increasingly relying on large-scale assessments to measure student performance and to determine sanctions and rewards (Education Commission of the States, 1999; Olson, Bond, & Andrews, 1999). The Web sites of major organizations, such as the Council of Chief State School Officers (CCSSO: http://www.ccsso.org) and the Education Commission of the States (http://www.ecs.org) reflect this emphasis in content on their Web pages and their on-line reports.

Approximately half the states now use, or will soon use, tests in making decisions about student promotion (see Quenemoen, Lehr, Thurlow, Thompson, & Bolt, 2000) and high school graduation (see Guy, Shin, Lee, & Thurlow, 1999). All but two states have statewide assessments in place, many with more than one assessment (Olson, Bond, & Andrews, 1999). In the 2000 legislative sessions, over 300 bills were introduced in 41 states that dealt with statewide assessments (Coleman, Heller, & McNeil, 2000; see also the Web site for the National Conference of State Legislatures, http://www.ncsl.org/programs/educ/k12link.htm).

Not only are states increasingly attaching high stakes consequences to students for their performance on assessments (e.g., no diploma, no promotion to the next grade), but states are also attaching significant consequences to various aspects of the educational system (e.g., to teachers, schools, and administrators). This approach, known as system accountability, occurs when educators, administrators, schools, or districts are held responsible and consequences are assigned to them for various student performance indicators. For example, school accreditation may be based on test scores; teachers may receive cash rewards for student performance; or, administrators may be either sanctioned or rewarded based on school improvement, which in turn is measured to a large extent by student performance.

Within system accountability, there are different levels of consequences – referred to as the "stakes" of the assessment. At one end is simply publishing test scores – usually considered to be low stakes. While it might be considered "positive feedback" to have a school that performed well on test scores, or conversely, might prove an embarrassment for schools or districts that performed poorly, these consequences are relatively minor. In contrast, if teachers are assigned to "less prestigious" schools or receive cash bonuses based on student performance, the stakes are considerably higher. Similarly, if principals receive increased school funds or lose their jobs based on how students in the school perform, the stakes are very high.

In addition to obvious "rewards" and "punishments," there is another type of consequence currently used in accountability systems. This type of consequence involves assistance to the system and is generally considered to be a much less significant consequence. An example of

assistance might include the provision of additional resources, such as monetary grants or specially trained personnel to schools that receive a "warning." The distinction between "assistance" and "sanctions" is often subtle, at best. The "assistance" phase sometimes serves as a probationary period prior to more intense intervention or reconstitution of a school or district.

The Education Commission of the States (1999) has documented the specific indicators that states are using in their accountability systems. Although an array of indicators is listed for most states, it is unclear how they are used. Many questions remain about current and proposed accountability systems. Which indicators are truly high stakes? Which are simply included in a "report card" for a school or district? Are the indicators weighted in some manner or incorporated in a formula to develop an accountability measure? Are there positive rewards for successful schools and systems, assistance for struggling schools and systems, or sanctions for those who are not performing as expected?

In addition to these basic questions about state accountability systems, there are also questions that focus on specific groups of students. With the reauthorization of the Individuals with Disabilities Education Act in 1997 (IDEA 97), states and districts must include students with disabilities in their assessments. They are also required to report on the performance of students with disabilities, both aggregated with other students, and disaggregated.

Several analyses from before and after the enactment of IDEA 97 indicated that states have started to include students with disabilities in their assessments only recently (McGrew, Thurlow, Shriner, & Spiegel, 1992; Thompson & Thurlow, 1999), and that many states are not yet reporting the results (Thurlow, Langenfeld, Nelson, Shin, & Coleman, 1998; Thurlow, Nelson, Teelucksingh, & Ysseldyke, 2000) even though they are required to do so by federal law. It is a logical follow-up question to ask about the extent to which the increasing participation of students with disabilities in assessments translates into their inclusion in accountability systems.

Of course, there are many reasons for including students with disabilities in accountability systems (Thurlow, Elliott, & Ysseldyke, 1998). If these students are not included in accountability systems, it means that roughly 10% of the student population is excluded from accountability. Students who are left out of assessments and accountability systems tend to not be considered when reform efforts are being designed and implemented. Furthermore, the education system does not obtain an accurate picture of education if a significant portion of students is excluded, nor is it able to make "fair" comparisons. Participation of students in accountability systems seems to promote higher expectations for those students who are included, and consequently, may be assumed to exclude from high expectations those students who are not included.

The purpose of this research was to examine the extent to which students with disabilities are included in accountability indicators in those states in which there are high stakes for systems.

To do this, we had to first decipher the accountability systems that states use – this involved identifying both the indicators that are part of the accountability system and the "formula" that is used in each state to combine the indicators to determine an accountability score. We restricted our search to accountability indicators and formula used to determine system-level consequences and did not search for formula developed exclusively to meet Title I requirements for adequate yearly progress. From the indicators and formula identified, we examined the extent to which students with disabilities were included in the state's accountability system.

Method

Initially, we used the document *Education Accountability Systems in 50 States* (Education Commission of the States/ECS, 1999) to determine which states we would include in our analysis. We selected states that ECS had listed as having a "statute" or "regulation" in the Rewards or Sanctions column of its Table I. There were 38 states that met this criterion. The ECS document also included information about which indicators were used by the various states (see ECS Table 5). We divided in half the list of states that had high stakes accountability systems for schools or districts, then two of us examined Web sites to verify and expand on the information that was included in the ECS report.

We used the Achieve Web site (http://www.achieve.org) "State Links" page as a quick link to the Web site for the Department of Education of each state. From this site, we also located other state offices (e.g., accountability, assessment, legislature).

We also used the Council of Chief State School Officers (CCSSO) Web site (http://www.ccsso.org) section on "Council Projects" where we located the Accountability Systems Profiles. (The direct Web address is http://www.ccsso.org/introprofile.html). According to this site, the Resource Center on Educational Equity of the Council of Chief State School Officers (CCSSO), in collaboration with the New England Comprehensive Assistance Center, is developing profiles of several state's education accountability systems.

When we checked the site, there was information about the following 13 states: Alabama, Connecticut, Georgia, Illinois, Kentucky, Maryland, Massachusetts, New Jersey, North Carolina, Oregon, Rhode Island, Texas, and Vermont. The profiles included information about each state's content and performance standards, statewide student assessment, and criteria used to determine whether schools or districts are eligible for rewards or are in need of improvement. The site also contained information about how school and district performance is publicized, as well as details about the provision of rewards, assistance, and sanctions. There was often helpful information about the inclusion of students with disabilities in the assessment systems, as well as information about provisions for English Language Learners.

The Resource Center on Educational Equity page of the CCSSO Web site indicated that the information for the 13 profiled states was gathered from various sources, including CCSSO reports, state statutes and regulations, and information posted on state education agency Web sites. The Center's initial drafts were reviewed and revised by state education agency staff. We used the information from CCSSO's state profiles only after independently verifying it on state Web sites.

At each state's Web site we reviewed state accountability reports, report cards, policy guidelines, and other relevant items to identify indicators, consequences, and accountability formula. This review was conducted in 1999-2000, with all reviews completed by July 2000. After we completed our initial examinations of Web site information on states, the two lists of states were traded, so that the information could be verified. In some instances, there was little change from what the first examination had indicated. In other cases there was completely new and sometimes contradictory information obtained during the second examination of the Web site. This report contains the more recent version of those sites.

Results

It became very evident during our verification process that the information we sought was a moving target. It changed rapidly due to ongoing legislative processes, subsequent rule-making procedures that follow legislative sessions (in order to implement the legislation just passed), and states' action taken in response to federal legislation. Our focus was on Web-based information, and we found a significant disparity between the level of sophistication and quality of information found on various states' Web sites. Some seemed to have frequent additions or modifications, and others seemed to be fairly rudimentary. Links to other Web sites were prominent and user-friendly on some sites, and unavailable or very obscure on others; sites were frequently "down" or "temporarily under construction." For example, important documents found during the first review were often moved or unavailable during the second review. Sometimes Web sites would change dramatically within a few days.

We collected information on the indicators used for accountability purposes, the formulas for calculation of school or district scores for accountability purposes, the consequences of the accountability systems (e.g., rewards, assistance, or sanctions), and the inclusion of students with disabilities in the accountability systems' indicators and calculations.

Accountability Indicators

Table 1 summarizes the numbers of indicators that were identified in the ECS document and in our Web search. Of the 280 specific indicators listed in the ECS document, we were able to verify 178 of them when examining the State Departments of Education Web sites and direct link sites. In other words, we found, on average, only 64% of the indicators that ECS found using written reports. (Values ranged from 15% for Massachusetts to 100% for Alaska, Colorado, Kansas, Kentucky, New Jersey, Oklahoma, Rhode Island, South Carolina, Tennessee, Vermont, and West Virginia.)

We also discovered on State Department Web sites 216 *additional* indicators used by states for their accountability systems. While the majority of indicators listed were for reporting purposes only (i.e., they are documented in school and district report cards), some of these indicators are used in accountability formulas to calculate school or district scores to determine access to rewards or assistance or the receipt of sanctions.

Although a state may have indicated on its Web site that it uses a large number of indicators, we found that it was often the case that the majority of the indicators were of the same type (e.g., all assessment scores). Thus, looking at only the number of indicators does not reflect the nature of the accountability system. To get a different picture, we looked at the spread of types of indicators, and compared these to the types found in the ECS analysis. The results of this comparison are provided in Appendix A. As is evident, relatively few different types of indicators are being used by states, and the consistency between the types our search revealed and those ECS identified are relatively similar.

Accountability Formula

Five states (Louisiana, Mississippi, North Carolina, New York, and Ohio) had accountability formulas using indicators to calculate school or district scores listed on their Web sites. The formulas are quite diverse, from those that simply divide the number of students reaching a given proficiency level by the total number of students taking the test, to those that have included factors for regression to the mean.

Other states have information on their Web sites that were close to being formulas, but are too vague to actually determine how accountability is calculated. For example, Indiana noted that a school receives a monetary incentive if the school has demonstrated improvement over the average of its scores for the past three years in two or more areas (with the areas defined as attendance rates, math scores, language arts scores, and ISTEP + total battery scores). Similarly, Pennsylvania indicates on its Web site that it gives rewards based on improvements in achievement rates over the past two year average, or higher graduation rates or attendance rates

Table 1. Indicators in State Accountability Systems

State	ECS Count of Indicators	NCEO Confirmed ECS Indicators	Additional Indicators on Web site	Accountability Formula on Web site*
Alabama	5	3	5	
Alaska	7	7	3	
Arizona	6	4	12	
Arkansas	7	3	3	
Colorado	1	1	0	
Connecticut	13	5	12	
Delaware	11	2	0	
Florida	7	5	1	
Georgia	8	3	0	
Illinois	12	9	0	
Indiana	11	2	0	
Iowa	0	—	3	
Kansas	12	12	0	
Kentucky	5	5	0	
Louisiana	13	3	0	■
Maryland	5	3	6	
Massachusetts	13	2	2	
Michigan	4	1	0	
Mississippi	0	—	37	■
Missouri	12	10	8	
Nebraska	0	—	16	
Nevada	13	11	10	
New Jersey	11	11	10	
New Mexico	9	7	4	
New York	7	3	3	■
North Carolina	6	1	0	■
Ohio	12	9	0	■
Oklahoma	8	8	6	
Oregon	7	3	6	
Pennsylvania	3	2	2	
Rhode Island	6	6	7	
South Carolina	2	2	10	
Tennessee	3	3	1	
Texas	7	7	11	
Vermont	11	11	4	
Virginia	5	4	7	
Washington	11	3	1	
West Virginia	7	7	26	
Totals	**280**	**178**	**216**	**5**

* Specific formulae are in Appendix B.

over a criteria set each year (but the criteria were not provided). The state also indicated that dropout rates are collected but not counted in the reward system. Finally, Kentucky's Web site clearly indicates that it has an accountability index that is a statistic that combines a school's academic, nonacademic, and other "appropriate data," but how these elements are combined is not evident. Dropout criteria also must be met, although the specific criteria are not stated. Kentucky also indicates that it uses a regression model to compare expected growth with actual growth in determining when a reward is given.

Of the five states' formulas, only one specifically mentions students with disabilities (and another mentions English Language Learners). In the four states that do not mention students with disabilities, the implication is that all students are included in the same way. The one formula that did identify students with disabilities actually factored in a weight that decreases the impact of the scores of students with disabilities on the resulting accountability index. The rationale for this approach is that special education students might take longer to achieve standards because of lost opportunities to learn. Detailed descriptions of the formula are provided in Appendix B.

Consequences

Table 2 summarizes the nature of consequences of school or district performance in each of the states examined. It is important to note that this table is a point-in-time snapshot. Several states indicated that they are currently changing their existing accountability system or are implementing new components to their accountability systems. Currently under development are reward systems for five states, assistance programs for two states, and sanctions for three states.

Insufficient information was available on some of the Web sites to determine whether any rewards, assistance, or sanctions were given. Eleven states did not include any information about rewards for high achieving schools or districts. Seven states did not include any information about assistance programs for low achieving schools or districts on their Web sites. Eight states did not include any information about sanctions for chronically low achieving schools or districts.

Of the 38 states listed as having high stakes system accountability, information on consequences could be found on the Web sites of 34 of them. Of the 34 states with some consequence in place for performance, 17 had all three components: rewards, assistance, and sanctions. An additional seven states had both assistance and sanctions. Of the 34 states that provided information on their accountability components, seven had no form of sanctions, seven had no form of assistance, and nine had no form of reward.

Table 2. Nature of Consequences in State Accountability Systems

State	Rewards for High Achieving Schools	Assistance for Low Achieving Schools	Sanctions for Low Achieving Schools
Alabama	None Specified	Yes	Yes
Alaska	None Specified	Yes	None Specified
Arizona	None Specified	None Specified	Yes
Arkansas	Under Development	No	Yes
Colorado	Yes	Yes	Yes
Connecticut	Yes	Yes	Yes
Delaware	Under Development	Under Development	Under Development
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Indiana	Yes	None Specified	None Specified
Iowa	None Specified	None Specified	None Specified
Kansas	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts	Under Development	Under Development	Under Development
Michigan	None Specified	None Specified	None Specified
Mississippi	Yes	Yes	Yes
Missouri	Yes	None Specified	None Specified
Nebraska	Yes	No	No
Nevada	None Specified	Yes	Yes
New Jersey	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	Under Development	Yes	Yes
North Carolina	Yes	Yes	Yes
Ohio	Yes	Yes	Yes
Oklahoma	None Specified	Yes	Yes
Oregon	Yes	Yes	Yes
Pennsylvania	Yes	None Specified	None Specified
Rhode Island	None Specified	Yes	None Specified
South Carolina	Yes	Yes	Yes
Tennessee	None Specified	Yes	Yes
Texas	Yes	Yes	Yes
Vermont	None Specified	Yes	Yes
Virginia	Yes	None Specified	None Specified
Washington	Under Development	Yes	Under Development
West Virginia	None Specified	Yes	Yes
Totals	**Yes 22** **Under Development 5** **None Specified 11** **No 0**	**Yes 27** **Under Development 2** **None Specified 7** **No 2**	**Yes 25** **Under Development 3** **None Specified 8** **No 1**

Rewards

Of the states that provided information on their accountability components, 22 states indicated that they provided rewards for schools or districts with high achievement (based on their indicators). Table 3 summarizes the types of rewards offered by these states. Details of the rewards provided by each state are available in Appendix C.

Most states provide some form of tangible or monetary rewards. For example, Nebraska provides *Quality Education Incentive Payments* and Georgia provides *Pay for Performance* awards. These monetary rewards are most commonly used to purchase equipment, pay for professional development, or make possible other improvements in the schools' educational processes.

A majority of states also have some process for formal recognition or praise of schools or for districts with superior performance. Examples include banners, certificates, and plaques. In all but two of the states providing recognition or praise, there is also the use of tangible or monetary rewards. Only Mississippi and Virginia use recognition or praise without tangible or monetary rewards.

Six states provide some form of additional decision-making control or exemption from policy guidelines for districts or schools that demonstrate high achievement. For example, Florida states that schools rated high are eligible for deregulated status and increased budgetary control, while Kentucky allows high-performing schools to be exempted from certain reports, paperwork requirements, and administrative regulations.

Two states are coded as "Other" in Table 3 because of their unique situations. In Colorado, decisions about rewards are made at the district level. Kansas uses its indicators to determine school accreditation; schools with high student achievement and continual academic improvement receive a special accreditation. For five states (Arkansas, Delaware, Massachusetts, New York, and Washington), the process for determining rewards for high achieving schools is under development.

Assistance

Twenty-six states indicated that they had assistance for schools or districts that had low achievement according to their indicators. Table 4 summarizes the types of assistance offered by the states. Details on the assistance provided by each state are presented in Appendix D.

Most states that provide assistance either require schools or districts to develop improvement plans or the states provide assistance in developing these improvement plans. For example, Oregon districts and schools identified for improvement are required to develop Improvement

Table 3. Rewards for High Achieving Schools

State	Tangible or Monetary Rewards	Recognition or Praise	Policy Control or Exemption	Under Development	Other
Arkansas				■	
Colorado					■[a]
Connecticut	■				
Delaware				■	
Florida	■	■	■		
Georgia	■	■			
Illinois			■		
Indiana	■	■			
Kansas					■[b]
Kentucky	■		■		
Louisiana	■	■			
Maryland	■	■			
Massachusetts				■	
Mississippi		■	■		
Missouri	■	■			
Nebraska	■				
New Jersey	■	■			
New Mexico	■	■			
New York				■	
North Carolina	■	■			
Ohio			■		
Oregon	■	■			
Pennsylvania	■				
South Carolina	■	■			
Texas	■	■	■		
Virginia		■			
Washington				■	
Totals	**16**	**14**	**6**	**5**	**2**

[a] Decisions are made at the school or district level or on an individual basis.
[b] High Performing schools are designated through a *Quality Performance Accreditation.*

Plans with descriptions of their assessment of problem areas, proposed activities to be undertaken, and a timeline for achieving these goals. New Mexico selects the lowest performing schools to receive assistance from the State Board of Education in creating a School Improvement Plan. Often these plans include outcome criteria against which a school or district's performance is measured, or they may contain binding agreements for changes to be implemented.

The same number of states (but not necessarily the same states) that require improvement plans provide some form of non-monetary assistance. Seventeen states have both improvement plans and non-monetary assistance. Examples of non-monetary assistance include state assistance teams that conduct site visits and provide recommendations, technical assistance with data analysis, staff training and consultation/mentoring by specifically designated teachers, administrators, or teams of educators.

Table 4. Assistance for Low Achieving Schools

State	Improvement Plans	Non-Monetary Assistance	Monetary Assistance	Under Development	Other
Alabama	■	■			
Alaska	■				
Colorado					■[a]
Connecticut			■		
Delaware				■	
Florida		■	■		
Georgia	■	■	■		
Illinois	■	■			
Kansas		■			
Kentucky	■	■	■		
Louisiana	■	■			
Maryland		■			
Massachusetts				■	
Mississippi	■	■			
Nevada	■				
New Jersey	■	■			
New Mexico	■	■			
New York	■				
North Carolina	■	■	■		
Ohio	■		■		
Oklahoma		■	■		
Oregon	■	■			
Rhode Island	■	■	■		
South Carolina	■	■	■		
Tennessee	■	■			
Texas	■	■			
Vermont	■	■			
Washington	■	■			
West Virginia	■	■			
Totals	**21**	**21**	**9**	**2**	**1**

[a] Decisions are made at the school or district level or on an individual basis.

Nine states provide some form of monetary assistance, which may be coupled with improvement plans, non-monetary assistance, or both. Ohio provides *Continuous Improvement Development/ Implementation Grants* for districts to design and implement comprehensive plans in conjunction with their continuous improvement plans. South Carolina offers targeted grants for professional development, alternative schools, homework centers, and modified school days (i.e., extended year or day schools).

Colorado is coded as "Other" in Table 4 because decisions about whether a school or site will receive some form of monetary or non-monetary assistance are made locally. In Delaware and Massachusetts, the process of determining rewards, assistance, or sanctions is under development.

Sanctions

Twenty-six states indicated that they had sanctions for schools or districts with chronic low achievement. Table 5 summarizes the types of sanctions administered by these states. Appendix E gives details of the various sanctions.

Twenty-one states reported using some process to notify the public of low achieving schools. While many more states may identify schools as low achieving or provide information on schools' poor performance, public notification as coded in Table 5 consisted of a more formal process whereby a label or level was assigned to the school that clearly identified it as low achieving. For example, Alabama labels schools and systems as *Academic Alert Levels 1, 2, or 3,* Arkansas labels schools as *High Priority, Alert Status, Low Performing Status* and *Academic Distress,* and Texas labels campuses as *Low-Performing* and districts as *Academically Unacceptable.* In addition, states that have a formal notification process were coded in this category of sanctions. For example, in Kansas each school issues a report of Accreditation Deficiencies that includes its plans to correct the deficiencies; these are reported to the communities in their primary languages.

Fifteen states reported enforcing state mandates or assuming some managerial control of low achieving districts or schools. Examples include mandatory assistance, administrative orders from Commissioners, and state takeovers of schools. In all but two of these states (New Jersey and Oklahoma), mandates or management sanctions accompanied the public notification.

Twelve states reported the possibility of reorganizing staff or restructuring schools to remedy chronically low achieving schools. For example, Tennessee may remove the superintendent and board members from office, New Jersey may dismiss or demote school staff, and Connecticut may close and reconstitute schools.

Ten states require schools to pay for the transfer of their students to better performing schools or the state pulls the funding for students. For example, Nevada requires schools to pay for students to be transferred to the nearest fully accredited school.

Six states will pull the official status of low achieving schools. Mississippi may withdraw the accreditation status of chronically low performing schools, while Illinois may "non-recognize" a school or district that may then be dissolved and realigned with other districts.

Four states are coded as "Other" in Table 5. Both Colorado and Oregon make decisions either locally or on an individual basis. Georgia uses a variety of sanctions involving either schools raising funds to support corrective actions or the state filing a lawsuit. New Mexico identifies schools with accreditation deficiencies, which must be publicly reported.

Table 5. Sanctions for Low Achieving Schools

State	Public Notification	State Mandates or Management	Restructure or Reorganize Staff	Lose Students or Funds	Lose Official Status	Under Develop-ment	Other
Alabama	■	■					
Arizona	■						
Arkansas	■	■					
Colorado							■ [a]
Connecticut	■	■	■	■			
Delaware						■	
Florida	■	■	■				
Georgia	■	■	■				■ [b]
Illinois	■	■	■	■	■		
Kansas	■						
Kentucky				■			
Louisiana	■		■	■	■		
Maryland			■				
Massachusetts						■	
Mississippi	■				■		
Nevada	■	■		■			
New Jersey	■	■	■	■			
New Mexico							■ [c]
New York					■		
North Carolina	■	■	■		■		
Ohio	■	■					
Oklahoma	■	■	■	■			
Oregon	■						■ [a]
South Carolina	■		■				
Tennessee	■	■	■				
Texas	■	■		■			
Vermont	■	■	■	■			
Washington						■	
West Virginia	■	■		■	■		
Totals	**21**	**15**	**12**	**10**	**6**	**3**	**4**

[a] Decisions are made at the school or district level or on an individual basis.
[b] The state may increase the school system's local fair share to finance necessary corrective actions, require the local school system to raise funds from local revenue sources to finance the corrective actions, or file a civil action in county court to determine if any local school board member or local superintendent has prevented or delayed the corrective action plan implementation.
[c] Although sanctions were not specified, indicators are used in determining a school's accreditation.

Students with Disabilities

The inclusion of the assessment scores of students with disabilities in accountability systems of various states is represented in Table 6. More detailed description of the inclusion/exclusion policies of individual states can be found in Appendix F.

Seven states seem to include all students with disabilities in their accountability systems. One state says all are included, but there was no confirming information on the Web site to validate or contradict that information. Of the remaining six states, five have documented evidence that

Table 6. Inclusion of Assessment Scores for Students with Disabilities in Accountability Systems

State	Unclear Inclusion/ Exclusion	All SWD Included		All SWD Excluded	Defined Subset of SWD Excluded		
		Not Documented	Documented		Unclear Exclusion	Non-Standard Accommodation	Other
Alabama				■			
Alaska		■					
Arizona						■	
Arkansas					■		
Colorado	■						
Connecticut					■		
Delaware						■	
Florida					■		
Georgia					■		
Illinois			■				
Indiana						■	
Iowa	■						
Kansas					■		
Kentucky			■				
Louisiana			■[a]				
Maryland	■						
Massachusetts	■						
Michigan							■[b]
Mississippi						■	■[c]
Missouri			■				
Nebraska	■						
Nevada						■	
New Jersey						■	
New Mexico			■				
New York			■				
North Carolina	■[d]						
Ohio	■						
Oklahoma	■						
Oregon					■	■	
Pennsylvania					■		■[e]
Rhode Island					■		
South Carolina					■		
Tennessee				■			
Texas	■						
Vermont	■						
Virginia	■						
Washington					■		
West Virginia	■						
Totals	**12**	**1**	**6**	**2**	**10**	**7**	**3**

[a] This accountability system is currently in place for grades K-8. Grades 9-12 will be added in 2001.
[b] One accreditation criterion requires a 95% participation rate allowing exclusions of 5% of students.
[c] Scores may be excluded from students who are expected to eventually meet the same basic curriculum objectives, but due to their educational delays, are not expected to meet them for that school year.
[d] Students with disabilities are counted in the participation rates for a subtest even if they are excluded from taking it but do participate in the other subtests.
[e] Reasons allowed for exempting students with disabilities include parent request, IEP status, LEP status, extended absence, withdrawal, of other reasons.

indeed all students with disabilities count. They are Illinois, Kentucky, Missouri, New Mexico, and New York. For example, Illinois clearly indicates that if a student (IEP or non-IEP) takes a state assessment and passes the "attemptedness" criterion, that student's score will be included in the school, sub-district, district, and state averages and data computations. Beginning in 1999, the option to "bubble out" a student's score (allowing the student to take the state assessment and excluding that score from the school, district, and state aggregations) was no longer allowed. The seventh state, Louisiana, has a system of inclusion of all students with disabilities currently in place for grades K-8 and indicates that grades 9-12 are scheduled to be added in 2001.

Two states (Alabama and Tennessee) indicate that students with disabilities are excluded from their accountability systems. In Alabama, the Web site emphasized the inclusion of students with disabilities in assessments, but went on to indicate that special education students' scores were not included in classifying a school or system as Academic Clear, Academic Caution, or Academic Alert. On the Web site for Tennessee, there was no definitive information, but there was a related link which revealed the fact that any student who is eligible for special education services under federal law would not be included as a part of its value-added assessment system.

More commonly, a defined subset of students with disabilities is excluded. For example, based on information on the Web it appears that seven states use non-standard accommodations as the determining factor of whether a student with disabilities is included in the accountability system. Arizona, Delaware, Indiana, Nevada and New Jersey use non-standard accommodations as the sole criteria. In addition to using non-standard accommodations as a reason for exemption, Mississippi also permits scores to be excluded for students who are expected to eventually meet the same basic curriculum objectives, but due to their educational delays are not expected to meet them for that school year. Oregon mentioned non-standard accommodations as a reason for exclusion, but was unclear as to whether there were additional criteria for exclusion as well.

Three states (Michigan, Mississippi, and Pennsylvania) use various other factors to determine inclusion or exclusion. An example of this is Pennsylvania, which may exclude students with disabilities for a number of reasons including parent request, IEP status, LEP status, extended absence, and withdrawal from school.

Ten states exclude a subset of students with disabilities, but it is unclear in information provided on the Web site of how that subset is determined. In Florida, for example, schools are required to assess at least ninety percent of all eligible students, but it is not clear how they determine which students are excluded. In Georgia, students are excluded if their assessments are coded in a particular manner. In South Carolina, students who are included in statewide testing are included in the accountability system. However, the exemption rates for students with disabilities in 1998 exceeded six percent of the student population and represented approximately 60% of the special education students.

In 12 states it simply was not possible to determine whether all students with disabilities are included. For example, Colorado makes no direct reference to the inclusion of special needs students. Massachusetts indicates that it will include all public school students in the Massachusetts Comprehensive Assessments (MCA) and the grade 3 reading test, but its accountability system is still listed as under development on the state Web site, to be implemented in 2001.

Discussion

It became very evident during our data collection efforts that high stakes educational accountability systems are difficult to accurately evaluate from the information available on state Web sites. While we intentionally chose to search for Web-based information as an indication of the quantity and quality of information readily available to the public at large, it became apparent that there is a wide discrepancy among the level of sophistication and degree of thoroughness and accuracy of this information from state to state. Additionally, the fact that these policies often change due to legislative action, or rulemaking following legislative action, would seem to lend itself to updating more frequently on the Web, yet this did not necessarily prove to be the case. Some sites seemed to be updated often, and others seemed to be essentially unchanged from one visit to another, even though several weeks may have passed in the interim. In some instances, the changes were not always improvements. On occasion we would find an important document on-line during one visit, and then check the same Web site a few days later, and the document would no longer be available, even by a related link.

It is possible that states indeed have clear guidelines with indicators and formula for their accountability systems, but that they do not make them available to the public through their Web sites, whether by conscious decision, or simple omission. For example, some states indicated that they did collect school and student data in order to make accountability decisions about consequences for schools and districts, but they did not explain their process on the Web. Others indicated how they were reporting scores for students with disabilities to the public, but did not specify whether or how these scores were included in their accountability systems.

The complexity of the systems that determine accountability may add to the difficulty of making information available to the public. Some states face the challenge of duplication of jurisdiction of various departments or divisions with overlapping responsibilities for holding schools or systems accountable. Some states have created distinct accountability departments or divisions that may act independently from state departments of education. Furthermore, states often have overlapping systems of accountability. There may be accountability systems, accreditation systems, and report card systems, which may or may not be related to each other, or may be driven or directed by distinct departments.

One of our biggest challenges in studying state accountability systems was determining whether specific indicators were actually included in the systems. Many states reported that they collected data on multiple indicators, but in fact, relied solely on statewide testing data in determining the consequences for districts or schools. When other data were used, they were most often reported for comparison purposes rather than applied to a formula used to calculate a school's or district's score or index.

Although several states included policy information about student participation in testing and the reporting of those scores to the public, they did not include specific information about the inclusion of scores in the accountability formula. States often did not specify whether students who were excluded from statewide testing were included in accountability systems in some other manner, such as by entering zeros for their testing data, or using scores from an alternate assessment aligned with the statewide testing, or whether they were entirely omitted from the system. One notable exception to this was Kentucky where scores from alternate portfolios are included in the academic indices. This allows every student to contribute the same weight to the academic component of the accountability index, regardless of whether they participated in the regular components of the assessment system or in the alternate portfolio assessment.

Our research also highlighted the difficulty in distinguishing between various types of consequences, particularly between "assistance" and "sanctions." Though many states classified their interventions as being part of an assistance program, there was often a fine line between an intervention that was assistance and one that actually crossed the threshold and became a sanction. There was little consistency between states on this determination. What was considered assistance in one state might be classified to be a sanction in another. Some states used assistance-like interventions and sanction-like interventions in reverse order. For example, Nevada mentioned punitive results for school failure, including effects on funding and school administration that might precede interventions of assistance; assistance would be rendered only after three years of failure.

Despite our original intent to gather information on the extent to which students with disabilities were included in school and district accountability systems, we were not very successful in doing so. To a great extent, our failure was our desire to obtain publicly available information, which was in itself not clear at all. What we did find raises concerns about the extent to which states are, or even intend to, include students with disabilities in their accountability calculations. We were alarmed to find a state formula that specifically reduced the impact of students with disabilities on accountability scores. While the notion of some type of phase-in of requirements might seem appropriate for student accountability (i.e., give students with disabilities extra time to meet graduation test requirements), it does not seem appropriate for system accountability, where the approach, instead, might be to increase the impact of these students on accountability scores so that the students get the opportunities that have not been provided to them in the past.

Title I requires that all students be included in accountability measures of adequate yearly progress. These measures are to be in place by 2001. Our analysis, which did not seek out these adequate yearly progress measures, indicated that existing state accountability systems are far from the Title I ideal. It appears that education has a significant way to go before it is truly accountable for the learning of all students.

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Appendix A

Types of Accountability Indicators

State	Assessment Scores	ACT/SAT	AP Courses	Attendance	Class Size	Demographics	Discipline	Diversity	Dropout Rate	Enrollment	Expulsion Rate	Graduation Rate	Retention Rate	Student/ Administrator Ratio	Student/Teacher Ratio	Suspension Rate	Transition	Truancy	Staff Indicators	Program Indicators	Use of Resource Indicators	Other Indicators
Alabama	Y			Y					Y	*		N					N		*		*	Free/Reduced Lunch
Alaska	Y			Y		*			Y	Y		Y	Y							Y		Enrollment change, Accreditation
Arizona	Y			*				N	Y			N	*				Y		*	*	Y	Promotion Rate, Safety
Arkansas	Y			Y			N		Y				N				N		*		N	School safety
Colorado	Y					*														*		
Connecticut	Y	N		Y	N	Y		N	N	N					N		Y		N	*	Y	Preschool exposure
Delaware	Y			N		Y	N							N	N			N		N	N	
Florida	Y						Y		Y		N					N	*					Promotion Rate, Free/Reduced Lunch
Georgia	Y					Y		N	Y	N		N					N				N	
Illinois	Y	Y		Y	Y				Y			Y		N	N			Y	Y	Y	N	
Indiana	Y	N	N	Y	N	N	N				N	N				N	N					
Iowa	*								*													Postsecondary Education Attainment
Kansas	Y			Y		Y	Y		Y		Y	Y				Y			Y	Y	Y	Follow up with Graduates
Kentucky	Y			Y					Y				Y				Y					
Louisiana	Y	N		Y	N	N			Y		N	N			N	N			N	N	N	
Maryland	Y			Y		*			Y	N	N								*		*	Participation Rates
Massachusetts	Y			Y	N				N	N	N	*			N	N		N	N	N	N	School Safety
Michigan	Y												N							N		
Mississippi	*			*		*						*							*	*	*	Lowest Quartile, Accreditation, Free/Reduced Lunch

State	Assessment Scores	ACT/SAT	AP Courses	Attendance	Class Size	Demographics	Discipline	Diversity	Dropout Rate	Enrollment	Expulsion Rate	Graduation Rate	Retention Rate	Student/ Administrator Ratio	Student/Teacher Ratio	Suspension Rate	Transition	Truancy	Staff Indicators	Program Indicators	Use of Resource Indicators	Other Indicators
Missouri	Y			Y					Y	Y				Y	Y		N		Y	Y	Y	Accreditation, Free/Reduced Lunch, Postsecondary Education Attainment
Nebraska	*	*		*	*				*	*		*			*		*		*	*	*	Poverty Rates
Nevada	Y	*		Y	Y		Y		Y		N				Y	N	*	Y	Y	Y	Y	Student-to-Counselor Ratio, Gain/ Growth in Scores, Participation Rates, Safety
New Jersey	Y	Y	*	Y	Y	*			Y	Y		Y		*	Y		Y		Y	*	Y	Diploma Options, Vocational Credentials earned, Post-graduation plans
New Mexico	Y	Y	Y	*		*			Y	Y		*					N			Y	Y	Postsecondary Education, Safety
New York	Y			*					*	Y		N				*	N		UD		Y	
North Carolina	Y			N		N		N											N		N	Growth/Gain in Assessment Scores, College Prep/Tech Prep, Students at or above grade level/Level III
Ohio	Y			Y		Y	N		Y	N	Y	Y	N		Y	Y					Y	
Oklahoma	Y	*		Y			Y		Y			Y				Y	Y		*	Y		SES context, Participation Rates
Oregon	Y	*		*		N			Y			N							Y	*	N	Participation Rates, Gain/ Growth scores, Standards Attainment, SES
Pennsylvania	Y	N		*					NU			*										
Rhode Island	Y			Y	*	Y			*			*				*	*		Y	Y	*	
South Carolina	Y	*	*	*		*			Y				*						*	*	*	Promotion Rate, Graduates Follow up, Gain/Growth Scores

State	Assessment Scores	ACT/SAT	AP Courses	Attendance	Class Size	Demographics	Discipline	Diversity	Dropout Rate	Enrollment	Expulsion Rate	Graduation Rate	Retention Rate	Student/ Administrator Ratio	Student/Teacher Ratio	Suspension Rate	Transition	Truancy	Staff Indicators	Program Indicators	Use of Resource Indicators	Other Indicators
Tennessee	Y			Y					Y													
Texas	Y	Y	*	Y					Y			Y			Y					*	Y	Gain/Growth Scores, IB Rates, GED Rates, Safety
Vermont	Y	Y	Y	Y	Y	Y			Y	Y			Y		Y				*	*	Y	Postsecondary Education
Virginia	Y		Y	Y				N	Y	*									*			Accreditation, Participation Rates, Safety, IB Rates, Diploma Options
Washington	Y			N	N	Y			Y	N	N	N	N			N	*			*	N	Free/Reduced Lunch, Post-High School Indicators
West Virginia				*	Y				*	Y		*		Y	Y		Y		Y	*	Y	Promotion Rate, Post-secondary Education/ Employment

Note: Indicators identified by ECS for a state are indicated with a bold frame.
Y = Indicators identified by ECS and confirmed by the state's Department of Education Web site
N = Indicators identified by ECS but not confirmed by the state's Department of Education Web site
* = Indicators reported by state's Department of Education Web site but not identified by ECS
UD = Indicators currently under development
NU = Indicators collected but not used to determine consequences according to the state's Web site

Appendix B

Accountability Formulas

Accountability Formulas

These states indicated on their State Department of Education Web sites the following formulas to used to determine which schools or districts were to receive consequences based upon the indicators.

Louisiana

A School Performance Score will be calculated for each school based upon its performance on 4 indicators. These scores can range from 0 to beyond 100. The 10-Year Goal is set at a score of 100. The 20-Year Goal is set at a score of 150. Each indicator will be given the following weights as follows:

K-6 Schools	
Indicator	Weight
LEAP 21 Tests	60%
The Iowa Tests	30%
Student Attendance	10%

7-12 Schools	
Indicator	Weight
LEAP 21 Tests	60%
The Iowa Tests	30%
Student Attendance	5%
Drop Out Rate	5%

Data for these three/four indicators will be converted using various formulas (that were not provided) to form a single *School Performance Score*. During the summer of 1999, the state will calculate the initial baseline *School Performance Scores* Grades K-8. In the summer of 2001, the *School Performance Scores* will be calculated for Grades 9-12.

Subsequent *School Performance Scores* will be the average of two year's worth of data. For example, in 2001, 60% of the *School Performance Score* for a K-6 school will be the average of their spring 2000 and spring 2001 LEAP 21 test scores.

The *School Performance Score* is used in the calculation of a school's Growth Target. Schools will receive consequences based on whether they meet or exceed their *Growth Target*. The current formula for the *Growth Target*, to be used for the first 10 years of implementation, is:

[PropRE x (100-SPS) ÷ N] + [Prop SE x (100-SPS) ÷ 2N], *or 5 points, whichever is greater*
PropRE: proportion of regular education students (including gifted/talented, speech impaired only, & students with 504 plans);
SPS: School's Performance Score;
N: number of remaining accountability cycles in 10-year period;
PropSE: proportion of special education students eligible to participate in LEAP 21 and The Iowa Tests

Mississippi

The Accreditation System in Mississippi uses a two-phase process to assign **performance levels** to schools and districts. In the first phase schools and districts are compared to 37 Level 3 Performance Standards. Schools and districts that meet or exceed 90% of these standards are compared to 38 Level 5 Performance Standards.

Level 3 Performance Standards

The first 36 Level 3 Standards are based on test scores derived from Functional Literacy Exam (FLE) subtests; the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/ TAP) Survey Battery subtests for grades 4-9; the Algebra I, U.S. History, and Biology I subject area tests; and the ITBS/TAP Performance Assessments for grades 4-9. The following formulas are used to determine the criteria against which school and district scores are measured:

AMV = State MS – _ SD (for FLE, ITBS/TAP, Algebra I, U.S. History, and Biology I tests)

AMV = State MS – SD (for the ITBS/TAP Performance Assessments)

AMV: **Annual minimum value that districts test scores must meet or exceed**
State MS: **State Mean Score for that test**
SD: **Standard Deviation of the student level scores**

[NOTE: If the calculated AMV falls between the absolute minimum value and the maximum value as set by the State, this value is used for the year. If the calculated AMV falls short of the absolute minimum, the AMV is set at the absolute minimum value. If the calculated AMV exceeds the maximum value, the AMV is set at the maximum value.]

The 37th Level 3 Standard is the percentage of students with scores below the 25th percentile on 7 of the 10 tests (ITBS/TAP Survey Battery Total for grades 4-9; FLE Composite; Algebra I, U.S. History, and Biology I subject area tests). For the Level 3 Performance Standards this value is set at 30% for 7 of the 10 tests.

Level 5 Performance Standards

The first 36 Level 5 Standards are again based on test scores derived from FLE subtests; the ITBS/TAP Survey Battery subtests for grades 4-9; the Algebra I, U.S. History, and Biology I subject area tests; and the ITBS/TAP Performance Assessments for grades 4-9. The school's and district's actual scores on these standards are compared to a criterion value set as the mean of all Level 3 Districts.

The 37th Level 5 Standard is the percentage of students with scores below the 25th percentile on 7 of the 10 tests (ITBS/TAP Survey Battery Total, grades 4-9; FLE Composite; and Algebra I, U.S. History, and Biology I subject area tests). For the Level 5 Performance Standards this value is set at 25% for 7 of the 10 tests.

The 38th Level 5 Standard is the graduation rate for students in the district. For Level 5 Performance Standards this value is set at 75%.

In addition, schools and districts must meet all of the 61 Process Standards that focus on District Leadership, Instructional Focus, Effective Instruction, Professional Development, and School Climate.

North Carolina

Schools and districts receive consequences dependent upon their performance and growth/gain composite scores.

A **Performance Composite Score** is calculated for each school by determining the total number of scores at or above Level III (i.e., at or above grade level) in each subject divided by the total number of valid scores. This performance composite score is reported as a percentage.

- For schools that have any grade 3, 4, 5, 6, 7, 8, or 10 students, the performance composite is the total number of students at or above Level III "in reading and mathematics including the North Carolina High School Comprehensive Test (NCHSCT), writing, and any course with an EOC test that may be offered at the school."
- For schools that offer only high school courses, the performance composite is the percent of students at or above Level III in Algebra I & II, Biology, Chemistry, ELPS, English I & II, Geometry, Physical Science, Physics, U.S. History, and the NCHSCT.

A **Growth/Gain Composite Score** is calculated for each school by summing the following:

- End-of-Grade growth (EOG) in reading and math for grades 3-8 and growth in reading and math from 8th grade to 10th grade (see formula below);

- Writing Index gain over baselines from 4th and 7th grades using three years of data;
- End-of-Course (EOC) Indexes gain determined by comparing current performance to an average of the previous two years performance;
- The gain in percentage of current graduates who completed a College Prep/College Tech Prep course compared to the baseline average of 1998 and 1999 percentages; and
- Gains in the percentage of students meeting the North Carolina Competency Standards over the baseline of those who scored at Level III on the grade 8 EOG tests in reading and math.

The total composite score must be greater than zero to meet the expected and exemplary growth/gain standards.

This formula is used to calculate the school's two expected growth scores—one for reading and one for math:

$$\textbf{Expected growth} = b_0 + (b_1 \times \text{ITP}) + (b_2 \times \text{IRM})$$

b_0 = North Carolina average rate of growth in the respective grade and subject†
b_1 = value used to estimate "true proficiency" ‡
b_2 = value used to estimate "regression to the mean" ‡
ITP =Index for "true proficiency" which is equal to (Local Reading Scale Scores + Local Math Scale Scores) – (NC_{avg} Reading Scale Scores + NC_{avg} Math Scale Scores)
IRM(reading) = Index for Regression to the mean which is equal to (Local Reading Scale Scores – NC_{avg} Reading Scale Scores)
IRM(math) = Index for Regression to the mean which is equal to (Local Math Scale Scores – NC_{avg} Math Scale Scores)
† **NC_{avg} Scale Scores (1994-95 SY)** are used as the b_0 value.

Grade	Reading	Mathematics
3	143.4	141.2
4	147.6	147.9
5	152.4	154.4
6	154.5	160.2
7	158.1	166.0
8	160.1	170.3

‡ Values used to Estimate

Value	Reading	Mathematics
b_1	0.22	0.26
b_2	-0.60	-0.58

New York

The accountability measures used examine test performance for each of the following subjects as indicated:

- English Language Arts [for grades 4 and 8] = (B+D)/(A+C)

A = number of all students tested on the State English/Language Arts Exam
B = number of students at or above Level 2 on the State English/Language Arts Exam
C = number of ELL students using alternative methods who's English proficiency is below the participation level
D = number of ELL students using alternative methods who are making satisfactory progress

- Mathematics [for grades 4 and 8] = B/A

A = number of all students tested on the State Math Exam
B = number of students at or above Level 2 on the State Math Exam

- Demonstrated Competency [for grade 11] = (B+C)/A

A = Grade 11 enrollment in June
B = Regents Level (higher)
C = RCT level (lower)

The criterion value for each of these measures is 90%.

Ohio

The performance accountability system includes: performance scores, performance standards, designations, the report card, continuous improvement process, technical assistance, intervention, performance incentives and rewards, and fiscal accountability. District report cards will be distributed to provide information based on performance on specific indicators and designate school districts as:

- *Effective* = 26 or more indicators
- *Continuous Improvement* = 14-25 indicators
- *Academic Watch* = 9-13 indicators
- *Academic Emergency* = 8 or less indicators

The first 15 indicators are if 75% of 4th, 6th, and 9th grade students pass the Proficiency tests for the five subjects. Indicators 16-20 are if 85% of students are passing the 9th grade Proficiency test by the 10th grade. Indicators 21-25 are if 60% of the 12th grade students pass the 12th grade Proficiency tests. The 26th and 27th indicators are if the school maintains a 93% minimum attendance rate and 90% graduation rate [revised from a max 3% dropout rate] respectively.

Appendix C

Rewards for High Achieving Schools

State	Rewards Programs found on State Web sites or Related Links
Arkansas	Policies concerning rewards for high achieving schools/systems are currently under development to be phased in over time. The proposed rewards are anticipated to be based on exceptional performance in two categories: *Performance Awards* will be based on absolute levels of student achievement and other indicators and *Growth Trend and Improvement Awards* will recognize growth trends and improvements in student achievement and other indicators. All award categories may include cash payments to individual schools.
Colorado	The amount and type of rewards provided to high achieving schools are based on local decisions.
Connecticut	Monetary awards are available to high achieving schools in the form of *Achievement Grant Awards.* These awards are calculated to be proportional to the relative size of the school's score increases.
Delaware	Policies concerning rewards for high achieving schools or systems are currently under development to be implemented in 2001.
Florida	Schools designated *School Performance Grade A* and schools that improve by at least one performance grade designation are eligible for school recognition and rewards. Schools designated *School Performance Grade A* and schools that improve by at least two performance grades are also eligible for deregulated status and increased budget authority.
Georgia	The *Pay for Performance (PfP)* program is designed to promote exemplary performance and collaboration at the school level. To obtain a *PfP* award, a school must develop an improvement plan that identifies a comprehensive set of performance objectives in four categories: academic achievement, client involvement, educational programming, and resource development. In addition, recognition is given to schools that have successful programs in many areas of school life through the *Georgia School of Excellence Program.* Schools recognized as *exemplary* receive certificates of acknowledgement and grants from funds appropriated by the General Assembly.
Illinois	No formal rewards or monetary awards are provided; however, schools can achieve *exempt status* if a majority of their students exceed standards on the state assessment. Schools with *exempt status* do not have to participate in the yearly review process.
Indiana	Schools are eligible for monetary incentive awards if they demonstrate a level of improvement that exceeds the average level of their last three years in two or more of the following areas: student attendance rates, mathematics proficiency scores, language arts proficiency scores, and/or ISTEP+ total battery scores. Monetary awards may be used for any educational purpose except athletics, salaries, or salary bonuses for school personnel. A committee of faculty, staff, parents, students, and community representatives determines how best to use the monetary award. In addition, schools that demonstrate a level of improvement that exceeds the average level of their last three years in only one of the areas (Student attendance rates, mathematics proficiency scores, language arts proficiency scores, or ISTEP+ total battery scores) are eligible for a non-monetary incentive awards. An example is the *Indiana Four Star Awards program,* which was established to annually recognize schools that have demonstrated academic excellence. For this award, the state issues an award certificate suitable for framing and displaying.
Kansas	A *Quality Performance Accreditation Process* is used to provide special accreditation to schools with high performance. Schools are judged during state site visits by how well all of its students are performing and by their continual academic improvement.
Kentucky	Schools that exceed their improvement goal and have an annual dropout rate below 8% will receive monetary rewards based on the number of certified staff employed on the last day of the year on which the reward is given. These awards may be used for school purposes as determined by the school council, or if none exists, by the principal. In addition, the Board of Education will identify reports, paperwork requirements, and administrative regulations from which high-performing schools will be exempt.
Louisiana	The Board of Elementary and Secondary Education (BESE) has recommended that schools receive monetary rewards when they meet or surpass their Growth Targets *and* show growth in the performance of students who are classified as high poverty. School personnel will decide how monetary rewards will be used; however, they may not be used for salary stipends. Other forms of recognition are also provided for schools that meet or exceed their Growth Targets.
Maryland	The *Maryland School Performance Program (MSPP)* rewards schools based on a statistical profile index developed from their results on the MSPAP and attendance rates. Schools that attain statistically significant improvement over a one-year period receive a certificate of recognition. Schools that attain improvement over a two-year period receive a monetary award. School improvement teams determine how funds are spent; however, they may not be used for bonuses, differential pay, or to supplant existing funding sources. Funds are typically used for professional development, equipment, or other improvements.
Massachusetts	Policies concerning rewards for high achieving schools or systems are currently under development.

Mississippi	School Districts are rewarded based on their accreditation level earned. Districts with an Accreditation level of 3, 4, or 5 are exempt from accreditation site visits and may apply for exemption from any process standards not federally or state mandated that may prevent the implementation of innovative educational programs. In addition, *Accredited-3 Districts* may keep their *Accredited-3* level for two years unless they fall below a 2.5 on the performance index or fail to comply with 100% of the process standards. *Accredited-4 Districts* are exempt from some process standards and may keep the *Accredited-4* level for two years unless they fall below 3.5 on the performance index or fail to comply with the remaining process standards. *Accredited-5 Districts* are formally recognized as an *Excellent School District* by the State Board of Education, exempted from certain process standards, and may keep the *Accredited-5* level for three years unless they fall below 4.5 on the performance index or fail to comply with the remaining process standards.
Missouri	A+ Schools receive start-up grants and are recognized by the state for upgrading curriculum, reducing dropout rates, and promoting high student achievement. Since 1994, 133 Missouri schools have received A+ Schools start-up grants.
Nebraska	*Quality Education Incentive Payments* of $50 or $100 per student are awarded to schools that meet the specified quality factors: Years 1-2 those who meet all of the primary quality factors, Years 3-4 those who meet all of the primary quality factors and at least two premier quality factors, Years 5-6 those who meet all of the primary quality factors and at least three premier quality factors, Years 7-up those who meet all of the primary quality factors and at least four premier quality factors.
New Jersey	The *Academic Achievement Reward Program* awards schools based on absolute achievement or significant gains as measured by the state assessment system. Also, the Office of Innovative Programs and Practices provides monetary rewards and recognition awards for teachers (various state and national awards by content area), students (various state and national academic/creative awards), schools (STAR Schools; [National] Blue Ribbon Schools), and innovative programs (Best Practices). Ten *STAR Schools* and 50 *Best Practices* Programs are named to receive banners, pins, and certificates at a statewide ceremony with additional recognition generated through the media. *STAR Schools* receive a $1,000 award check and *Best Practice* Programs receive a $500 award check for expansion or replication of the current specialization or whole-school reform model or best practice. *STAR Schools* are determined by their: educational model to addresses Core Curriculum Content Standards; faculty's professional development activities and exemplary teaching practices; administration's leadership style, management and fiscal efficiency; record of high student performance; and their collaboration with parents, businesses, the community or higher education.
New Mexico	The *Incentives Program* provides monetary rewards to schools based on a formula to measure school achievement that adjusts for three socioeconomic status variables (i.e., percent of students eligible for free/reduced lunch, student mobility, and percent of Limited English Proficiency students). Schools with the greatest annual increase in test scores, with 10% of the state's student enrollment, receive monetary rewards. The State Board of Education also recognizes high performing schools (i.e., in the top quartile of all schools when grouped by performance) with a certificate.
New York	Policies concerning rewards for high achieving schools or systems are currently under development.
North Carolina	Schools are rewarded for both achievement and growth using several levels of recognition. A *School of Excellence* title is given for meeting expected growth (expected gain for high school) standards and having at least 90% of students performing at or above grade level (at or above Achievement Level III for high schools). Excellent Schools receive recognition at the annual statewide luncheon, banners and certificates, and financial rewards. A *School of Distinction* title is given for having at least 80% of students performing at or above grade level (at or above Achievement Level III for high schools) irrespective of growth or gain. Distinguished Schools receive plaques and certificates. The *Top 25 Schools in Academic Growth* are K-8 schools with the state's 25 highest values on the exemplary growth composite. The *Top 10 Schools in Academic Gain* are high schools with the state's ten highest values on the exemplary gain composite. Top 25/10 Schools receive recognition at the annual statewide luncheon, banners and certificates, and school incentive awards. A *School Making Exemplary Growth/Gain* title is given for those meeting their exemplary growth (exemplary gain for high school) standards. Exemplary Schools receive certificates and school incentive awards. A *School Making Expected Growth/Gain* title is given for meeting expected growth (expected gain for high schools) standards. Expected Schools receive certificates of recognition and school incentive awards.
Ohio	Districts designated as *Effective* or *Continuous Improvement* are exempted from state intervention rules. *Effective Districts* are also excluded from having to develop a Continuous Improvement Plan (CIP). *Continuous Improvement Districts* must develop CIPs and meet minimum performance targets annually to ensure receiving an *Effective District* designation within five years.

Oregon	*Professional Development Grants* for teachers are currently under development. Presently, access to apply for Federal Grants that rely on state recommendations are determined by the state's evaluation of school/district performance. Recognition is given to schools that meet the qualifications for federal recognition programs such as the Title I Programs of Merit (when these programs require nomination by the state, the state will nominate the top 3-5 schools that meet the federal requirements but provided state recognition to all of them).
Pennsylvania	Monetary awards are provided for schools as well as personnel for excellent performance. The *Commonwealth's School Performance Funding Initiative* provides awards to schools that improve students' academic achievement and effort. *Maintenance of High Standards Awards* are given to high performing schools that continue to provide quality education (but may not show large gains). The *School District Performance Measures Program* provides incentives for personnel performance. Most local programs are only for administrative and support personnel; however, some school districts have implemented—or plan to implement—performance-measures programs for teachers. This grant program is to provide incentives to school districts for programs that reward individual teachers and other professionals based on the quality of their performance.
South Carolina	Two levels of awards are given for both absolute performance and improvement. *Gold Level* and *Silver Level* awards were mentioned; however, no specific criteria for either of these categories were listed.
Texas	The *Texas Successful Schools Award System (TSSAS)* provides monetary awards to schools having high achievement or improvement. Also awards are issued annually to recognize effective and innovative approaches to increasing the number of parents or guardians attending parent-teacher conferences. "Schools rated *Exemplary*, *Recognized*, or *Acceptable* qualified for a TSSAS award if at least 45% of all students and each student group passed each section of the TAAS, had a dropout rate of 6% or less and had an attendance rate of at least 94%. Additionally, using the comparable improvement quartile rankings created for the TLI Average Growth indicator (outlined in Section V – 1998 Accountability Manual) the school must be ranked in the top 25% quartile (Q1) of its unique comparison group in both reading and math." The highest performing districts and schools are also exempted from specific regulations and requirements.
Virginia	Formal recognition is provided to schools with the *Most Improved Academic Gains*.
Washington	Policies concerning rewards for high achieving schools or systems are currently under development.

Appendix D

Assistance for Low Achieving Schools

State	Assistance Programs found on State Web sites or Related Links
Alabama	Schools and systems receive one of three rating labels: Academic Clear, Academic Caution, or Academic Alert. Those schools and systems rated Academic Alert receive an additional ranking of 1,2,or 3. Alert 1 rating requires the schools/systems' faculties and administrators to engage in self-study to determine reasons for low achievement and to develop school improvement plans. If improved results are not noticed in test scores, Alert 1 school/systems are rated as Alert 2. Alert 2 schools/systems are assigned a team appointed by the State superintendent to assist with additional planning and implementation of changes to improve performance. If improved results are not noticed, Alert 2 schools/systems are rated as Alert 3. Alert 3 schools/systems receive state intervention with a full assistance team intended to work with local superintendents, school boards, school staff, and the community to ensure that every possible action is taken to improve student performance.
Alaska	Low performing schools are to work with their communities to implement school improvement plans designed to help students attain state standards.
Colorado	The amount and type of assistance provided to low-achieving schools are based on local decisions.
Connecticut	Legislation has been enacted to assist "priority schools;" however, there have not been any funds appropriated at this time. Currently, the Commissioner has the discretion to require local boards to reallocate their state and federal categorical funds to provide additional support of their "priority schools."
Delaware	Policies concerning assistance for low-achieving schools or systems are currently under development to be implemented in 2001.
Florida	Schools receiving Performance Grades of D or F receive intensive assistance and intervention. This assistance may take the form of on-site assistance, preference for grants, and priority for other discretionary funds.
Georgia	Local school systems belong to one of sixteen Regional Educational Services Agencies (RESA) which, upon request, will provide assistance to low-achieving schools. This assistance may take the form of staff development or redesign of school improvement plans (SIP). In addition, school improvement grants under the Goals 2000: Educate America Act are awarded based on SIP proposals as rated by a trained team of educators and approved by the Georgia School Improvement panel.
Illinois	All districts receive state funding to develop a School Improvement Plan (SIP). Schools not designated as "exempt" are reviewed annually by an internal process as well as cyclically by an External Review conducted by the State Board of Education. School Improvement Teams are appointed by the State Superintendent to any district where at least one school fails to achieve adequate yearly progress. This team provided assistance in redesign and implementation of these schools' SIPs and reports school progress regularly to the State Superintendent of Education.
Kansas	Assistance is available in the form of state oversight with the Accreditation process. No additional assistance was reported for schools that failed to achieve accreditation or those needing additional improvement.
Kentucky	Schools are provided assistance based on their accountability index (i.e., if the "accountability index falls below its predicted performance by at least one standard error of estimate"). Assistance may take the form of reviews by a scholastic audit team, eligibility for school improvement funds, and development of school improvement plans.
Louisiana	Assistance intended to provide schools with additional tools and resources to help them improve student achievement is administered on three increasingly intensive levels. In Level I schools/systems work with District Assistance Teams using a state diagnostic process to identify concerns, redesign school improvement plans, and review the school's use of resources. Although the State Board requested that the Legislature create a School Improvement Fund to provide additional resources to assist these schools, no additional funding was reported. In Level II schools/systems specially trained Distinguished Educators (DE) are assigned by the state to serve in an advisory capacity to assist in improving student achievement and publicly reporting recommendations to the school board.
Maryland	Schools in need of improvement may request assistance from state-trained, local district Technical Assistance Teams. These teams may provide assistance with data analysis and the adoption of proven programs. In addition, schools may receive mentoring from high-achieving Title I schools.
Massachusetts	Policies concerning assistance to low-achieving schools/systems are currently under development. No date was given for anticipated implementation.

Mississippi	Schools/Districts rated as Accreditation Level 1 or 2 must develop corrective action plans with the state Department of Education (SDOE). The State Board of Education (SBE) will implement development programs in probationary districts that they oversee. In addition, the SBE, Superintendent of Education, or Commission on School Accreditation can call for on-site evaluations supervised by outside auditors of Level 1 or 2 school districts in order to provide technical assistance. These evaluations consist of examination of official records, interviews with school personnel, and observations. A report of any deficiencies is then submitted to the state to serve as the basis for providing technical assistance.
Nevada	Schools are designated "demonstrating a need for improvement" when they have inadequate achievement and low attendance rates. Inadequate achievement is defined as having greater than 40% of regularly tested students in grades 4, 8, and 11 fall in the lowest national quarter in all four subject areas of the Terra Nova. For schools with all three grade levels, two of the three grade levels must meet this criterion to be designated inadequate achievement schools. Low attendance is defined as having an average daily attendance rate of less than 90% of the enrolled students for three consecutive years. Schools designated "demonstrating a need for improvement" for three or more consecutive years for inadequate achievement (or for low testing rates for two or more consecutive years) are considered on "academic probation" by the state Department of Education and are required to prepare a plan to improve the achievement of students as measured by the required tests and/or the number of students tested.
New Jersey	Schools are evaluated in annual reviews and 7-year certification processes based upon 30 indicators related to test scores, attendance, finances, and facilities. Districts deemed unable to meet these criteria without monitoring and technical assistance receive Level II evaluations. External review teams are sent by the state to examine the district Board of Education. In addition, these districts must create corrective action plans to address the deficiencies found by the review team.
New Mexico	Schools are eligible to receive assistance from the state on the design of their school improvement plan if their scaled scores from state standardized tests fall in the bottom 10% for three consecutive years when adjusted for three socioeconomic status factors (i.e., percent of students eligible for free and reduced lunch, rate of student mobility, and percent of Limited English Proficient students). The state may also assist with setting criteria to measure the school's improvement.
New York	"A district is required to prepare a local assistance plan (LAP) for schools that fall below 90 percent on any school accountability criterion [or has an annual dropout rate of ≥5%]. The plan must include activities to improve performance of all students and to enable the school to meet or exceed accountability criteria." The plans must also include information regarding the process used to develop the plan, the resources to be used to implement the plan, the professional development to be conducted to support the plan, the timeline to implement the plan, and the goals the plan is to achieve.
North Carolina	Schools and parents develop school improvement plans (SIP) to be submitted to local Boards of Education. State assistance is available for low-achieving or at-risk schools in the form of Assistance Teams, the NC Helps Program (additional funding, professional development, curriculum alignment, data analysis, etc.) and School Improvement Grants.
Ohio	Districts designated "Continuous Improvement" are required to develop and implement a Continuous Improvement Plan (CIP), meet minimum performance targets annually, and show sufficient improvement to earn the designation "Effective" within five years. Technical assistance grants are available to provide additional resources to develop and implement these CIPs: *Continuous Improvement Development Grants*, *Continuous Improvement Implementation Grants*, and *Networks for Systemic Improvement (NSI) Continuation Grants* (i.e., "to support and enable expansion of the work begun by the district networks participating in the first round of the NSI").
Oklahoma	Districts designated "low-performing" or "high-challenge" are eligible for state intervention in the form of: guidance or assistance, special funding, reassignment of district personnel, transfer of students to other districts, operation of the school by state personnel, mandatory annexation of all or part of the local school district; and operation of the school by an institution of higher learning as a developmental research school. In addition, the state board of education annually reports to the legislature test scores, indicator data, and interventions planned or implemented for these schools and districts.
Oregon	Districts develop improvement plans to describe problem areas, to plan interventions, and to set time lines to address these problems. Schools needing program improvement must develop or revise their school improvement plans and submit them to the district for approval. The state provides ongoing technical assistance with these improvement plans.

Rhode Island	Schools develop school improvement plans including recommendations of district personnel and Field Service Representatives based on their school visits. Next, "School Support and Intervention Agreement" is drawn up between schools, their districts, and the state department of education that specifies what district and state assistance will be provided to the school in implementing its revised plan. This assistance may take the form of district programmatic or fiscal changes for increased support as well as various assistance from the state department.
South Carolina	Schools rated "impaired" (or "below average" or "unsatisfactory") must develop School Strategic Plans to be reviewed by the district, local community, and the state Department of Education. The plan must include revisions to Principal and teacher professional growth plans and review team recommendations. The review team will annually report progress to the state Board of Education (SBE) for the next four years. Similarly, districts rated "impaired" (or "below average," "unsatisfactory'" are reviewed annually by a review team that makes recommendations and reports annually to the SBE for next four years. Additional assistance for schools or districts may take the form of priority for improvement grants (e.g., *Professional Development grants, Alternative Schools grants, Homework Centers grants*, and *Modified School/Day Grants*), on-site teacher specialists who can assist with team teaching, teaching classes, or consulting with faculty, on-site principal specialist, principal mentoring, principal induction, assessment & training, certification credit for special professional development, or DOE technical assistance.
Tennessee	Schools/systems placed on "notice" or on "probation" receive recommendations from the state contained in an individualized study conducted jointly by the state Department of Education and the Office of Education Accountability. The state commissioner may require the school/system to incorporate these recommendations into its improvement plan.
Texas	Districts/schools receiving the lowest accountability ratings will be visited by a peer review team in the following school year. Districts/schools must develop an improvement plan to increase student performance. After two consecutive years of low ratings, state interventions increase.
Vermont	All schools must develop a comprehensive action plan to improve student performance. The schools are reviewed by the commissioner every two years to determine what progress is being made. Schools making inadequate progress receive written recommendations from the commissioner to fulfill standards. After two years of inadequate progress, sanctions may be imposed.
Washington	Policies concerning the criteria for systems to receive assistance are currently under development. No date has been given for their anticipated implementation. Currently, funding only provides assistance for schools with low math performance. Schools with high numbers of students not meeting state math standards may receive assistance from *Helping Corps*, statewide teams of educators. OSPI provides school improvement coordinators and specialists to provide additional technical assistance to schools and districts. The assistance provided may take the form of: help with performance data or improvement plans, consultation regarding curricula, implementation assistance for research-based instructional practices or family and community involvement programs, staff training regarding instructional strategies or classroom assessment, as well as other assistance deemed necessary. Additional funding is anticipated for professional development such as *Learning Improvement Days, OSPI Summer Institutes, Math Professional Development*, and *Washington Reading Corps*.
West Virginia	A school with student performance levels below the full accreditation level will be classified as having *Temporary Accreditation* status and must revise its Unified Improvement Plan (UIP). The county board reviews the revised UIP and submits it to the State Board for approval. If approved, the school is classified as having *Conditional Accreditation* status and must implement the UIP as approved. If the UIP is not approved or implemented as approved, the school may be classified as *Seriously Impaired*. If the school is classified as *Seriously Impaired*, an improvement consultant team is appointed by the state board to make recommendations for improvements. The school has six months to demonstrate sufficient progress, or the county board of the school will be classified as having *Temporary Approval* status. The state board will then provide consultation and assistance for the county boards in the form of: improving personnel management, establishing more efficient financial management practices, improving instructional programs and rules, or making any other improvements as necessary.

Appendix E

Sanctions for Low Achieving Schools

State	Sanctions Found on State Web sites or Related Links
Alabama	Schools and systems with low achievement are rated *Academic Alert 1,2,or 3.* In *Alert 1* schools, personnel engage in self-study and develop school improvement plans. If test scores do not improve, they are placed on *Alert 2* status: *Alert 2* schools work with a team appointed by the State superintendent. If their scores do not improve they are placed on *Alert 3* status. *Alert 3* schools receive state intervention with a full assistance team intended to work with local superintendents, school boards, school staff, and the community to ensure "every possible step" is taken. No clarification of "every possible step" was provided.
Arizona	The public is notified of school performance through School Report Cards.
Arkansas	Schools and systems receive the following designations according to the number of consecutive years of low performance: *High Priority Status* for one year, *Alert Status* for two years,*Low Performing Status* for three years, and *Academic Distress Phase I Status* for four years. The Department of Education can mandate specific intensive interventions for schools that receive any of these designations. Interventions may include specific one-year goals in curriculum, instruction, assessment, and professional development or a summer school program for students performing below grade level.
Colorado	The amount and type of sanctions provided to low-achieving schools are based upon local decisions.
Connecticut	Schools identified as *Priority Schools* must develop a school improvement plan and begin the accreditation process with the New England Association of Schools and Colleges. The local board must monitor progress. If insufficient progress is not made within two years, the board can take one or more actions: close and reconstitute the school, restructure the grades and programs, provide site-based management, or provide interdistrict choice.
Delaware	Policies concerning sanctions for low-achieving schools or systems are currently under development to be implemented in 2001.
Florida	Schools receiving a School Performance Grade of D or F may receive intensive assistance or intervention. This may include on-site assistance, preference for awarding grants, and priority for other discretionary funds. In addition, Grade F schools may have their bargained contracts renegotiated.
Georgia	All Schools/systems designated *Nonstandard* must submit a corrective action plan to the State Board of Education. If the State Board finds that the school/system is making unsatisfactory progress toward its plan, it may take one of the following actions: increase the school system's local fair share to finance the corrective actions, require the local school system to raise funds from local revenue sources to finance the corrective actions, or file a civil action in county court to determine if any local school board member or local superintendent has prevented or delayed the corrective action plan implementation. If the court finds that any officials have prevented or delayed implementation of the plan, it may order them to implement the plan. If not carried out, the court may remove the official and appoint a temporary replacement. (Note: schools that are accredited members of the Southern Association of Colleges and Schools are exempted from these requirements).
Illinois	Schools that do not meet state goals are designated *Level I Schools. Level I schools* are placed on an *Academic Early Warning* List for a minimum of one academic year and are subject to an on-site visitation. *Level I* districts must submit revised School Improvement Plan (SIP). School districts that fail to submit or implement their required SIP may lose state funds by school district, attendance center, or program as determined by the State Board of Education. A school that has been on *Academic Early Warning* for two consecutive years and has made inadequate progress may be placed on the *Academic Watch* List. If a school remains on *Academic Watch* for two years may have local school board members removed and have an independent authority operate the school or district. In addition, these schools/districts may not be recognized by the state and have the State Superintendent direct the reassignment of pupils and administrative staff. If a school district is *non-recognized* in its entirety, it is automatically dissolved and realigned with another school district or districts.
Kansas	Every four years, each school is to report to the public (in the primary languages of the community) any accreditation deficiencies and plans for their correction. All local and state level accreditation reports are to be given to the public upon request.
Kentucky	Consequences for schools that fail to meet Board of Education requirements may include: a scholastic audit to recommend needed assistance, school improvement plans, eligibility to receive Commonwealth school improvement funds, education assistance from highly trained staff, evaluation of school personnel, or student transfer to successful schools.

Louisiana	Schools with low achievement receive corrective actions that increase in their level of intensity as schools fail to show adequate growth. (Level I is considered assistance—See Appendix D.) Level II schools are assigned a highly trained Distinguished Educator (DE) by the state to work in an advisory capacity to help improve student achievement. DEs make public reports to the school board including recommendations. For *Academically Unacceptable* schools in *Level II*, parents may transfer their child(ren) to higher performing schools. *Level III* schools are also assigned a DE to serve in an advisory capacity. For all schools in *Level III*, parents may transfer their child(ren) to higher performing schools. Districts must develop a Reconstitution Plan in *Level III* and submit it for approval. If a *Level III* school does not show growth equivalent to 40% of its growth target or 5 points, which ever is greater, in its first year at this level the school will be reconstituted before the next school year. If the school's Reconstitution Plan is not approved, the school will lose its state approval and state funding.
Maryland	If a school does not have satisfactory or better scores in all student performance areas or if the average of its results do not demonstrate substantial and sustained improvement based upon the implementation of its school improvement plan, the State Board of Education may require the school to be reconstituted.
Massachusetts	Policies concerning sanctions for low-achieving schools or systems are currently under development.
Mississippi	If the corrective action recommendations are not implemented or if the school's deficiencies are not corrected by the end of the probationary period, the school district may have its accredited status withdrawn by the Commission on School Accreditation and the status of the district will be listed as *Accreditation-Withdrawn*.
Nevada	Schools designated as *Demonstrating a Need for Improvement* must pay for and administer required tests to grades 4, 8, and 11 until *Adequate*, *High*, or *Exemplary* achievement is attained. The Department of Education will monitor this testing to ensure that all eligible students in attendance are given an opportunity to participate. The *Demonstrating a Need for Improvement* designation has additional implications for school improvement plans, state funding and may, over time, impact school administration. For example, these schools are not eligible to receive money for remedial programs made available by legislative appropriation. Also, if a school is designated *Demonstrating a Need for Improvement* for 3 consecutive years for inadequate achievement (or 2 consecutive years for low test participation rates), the school is placed on *Academic Probation* and must develop a plan to improve the achievement of students as measured by required tests and or the participation rates.
New Jersey	Districts that do not improve during the Level II (assistance) process will have a Level III evaluation. The Level III evaluation process provides an external audit called a Comprehensive Compliance Investigation conducted by the Commissioner to examine the district's governance, management, and fiscal operations. A corrective action plan is then ordered by the Commissioner. Failure to improve may result in further interventions such as withholding state aid, initiation of a state takeover of the school district, or any other actions that the Commissioner deems necessary and appropriate. These actions may include restructuring of curriculum/programs, redirection of expenditures, retraining or reassignment of staff, developing staff professional development plans, conducting a comprehensive budget evaluation, enforcing spending at the full per-pupil *"thorough and efficient"* amount, and reviewing collective bargaining agreements. Similar corrective actions may be taken in a Level II district after three consecutive years of failure. (During 1998-2000, there have been no Level III districts; however, sanctions have been imposed in two Level II districts. In the 1990s, the state has taken over and currently operates the three districts of Newark, Jersey City, and Paterson.)
New Mexico	Although no sanctions are specified, the accountability indicators are used in the process of determining accreditation status. Furthermore, the State Legislature assigned responsibility for setting sanctions to the State Department of Education.
New York	Schools determined to be the farthest from meeting the State Standards may have their registration reviewed. Title 1 schools are required to demonstrate adequate yearly progress; however, no specific activities or consequences were given.

North Carolina	Low-Performing Schools are defined as those that fail to meet their expected growth or gain standard *and* either have significantly less than 50% of their students performing at or above grade level (K-8 schools) or fail to be at or above Achievement Level III (high schools). Parents are notified of low-performing schools. These schools are reviewed yearly by the state board. Based on their percentages of students below grade level or Achievement Level III and their lack of growth, a group of schools are targeted to receive mandatory assistance. If these schools fail to improve by their next annual review, assistance may continue or further action such as the dismissal or demotion of educational employees may be taken. Furthermore, districts may lose their accreditation if half of their schools are identified as low-performing.
Ohio	All Schools are reviewed using a three-level process: All schools are to receive a general review using state criteria in Level One. In Level Two, any school/district that fails ≥ 1/2 - < 2/3 or ≥ 2/3 of the criteria is sent a copy of the level-one findings. The school/ district has 30 days to submit a written refutation to the Department of Education. If the school/district fails to respond or provides insufficient evidence to refute the level-one findings they proceed to Level Three. In Level Three, any school/district that failed ≥ 1/2 - < 2/3 of the criteria will be sent written notification. Any school/district that failed ≥ 2/3 of the criteria will have an on-site review conducted to verify and discuss the Level One data. After a Level Three review, any school/district that fails ≥ 2/3 of the criteria is identified as *Deficient* and is required to submit a corrective action plan. Any district designated as *Continuous Improvement, Academic Watch* or *Academic Emergency* must develop and adopt a three-year Continuous Improvement Plan (CIP) that contains an analysis of why the district failed to meet the standards and specify strategies and resources to be used to address the problem. CIPs will be developed after a minimum of one public hearing and made formally available to the public.
Oklahoma	An annual report to the Legislature will be made to identify all districts that have at least one *Low Performing* or *High Challenge* school that includes test scores and data on indicators for each school and intervention actions taken or planned to ensure "the proper education of the students of each such school." Interventions used by the State Board of Education can include: "provision of guidance/assistance to the school/school district; special funding; *reassignment of district personnel; transfer of students; operation of the school by personnel employed by the State DOE; mandatory annexation of all or part of the local school district*; and placing operation of the school with an institution of higher education as a developmental research school...."
Oregon	The district determines sanctions for schools that submit inadequate improvement plans and is responsible for ensuring that each school improvement plan is implemented as appropriate. Final district decisions about the program improvement status of these schools will be reported to the state. Also, School Report Cards served as public notification of poor performance.
South Carolina	Schools designated *Below Average* or *Unsatisfactory* must implement school-/district-developed strategies for improvement. If a school/district fails to improve despite significant assistance from the Department of Education, a *State of Emergency* may be declared, the principals may be replaced or transferred back to classrooms forfeiting principal-level salary, and additional unspecified consequences may result.
Tennessee	A school/system may be placed on *Notice* for 1 year or on *Probation* if it fails to meet the state's rules and regulations or performance standards. Schools/districts that do not achieve the required rate of progress or fail to maintain set levels of attendance or dropout rates may be placed on *Probation*. After one year on *Notice*, any school/system that does not improve to expected levels may be placed on *Probation*. While on *Probation*, the discretionary powers of the director of schools or the Local Board of Education (LBE) may be restricted to ensure implementation of recommendations. After 2 consecutive years on *Probation*, a system may have its LBE and superintendent removed from office.
Texas	Districts that contain any *Low-Performing* campuses, even those with *Exemplary* or *Recognized* campuses, or that underreport student data may not be designated higher than *Academically Acceptable*. For *Low-Performing* campuses and *Academically Unacceptable* districts, initial sanctions may include: "issue of public notice, a public hearing by the district board of trustees, submission of a improvement plan for state review, and an on-site peer review." (Any campus rated *Low-performing* for the first year due solely to a high dropout rate is exempted from the on-site peer review.) Additional interventions/sanctions may be assigned based upon the on-site visit. Campuses or districts rated as *Low-Performing* and *Academically Unacceptable* respectively in consecutive years are subject to stronger sanctions, such as the assignment of a monitor or management team. Also the *Public Education Grant Program* (PEG) "permits parents with children attending a poor performing school to transfer their children to another public school, even one outside district boundaries, that had higher performance results."

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Vermont	Schools are reviewed biannually. Schools determined to be making inadequate progress will be given written notice of specific actions to be taken to fulfill standards. If insufficient progress has been made after two years, the State Board of Education may "continue technical assistance, adjust district boundaries or responsibilities of the superintendent, assume administrative control to correct deficiencies, or close the school and require the district to pay tuition to another school." As of Fall 1998, sanctions taken have not been based on performance data developed under the new assessment system.
Washington	Policies concerning interventions for low-achieving schools or systems are currently under development.
West Virginia	If a school on *Temporary Accreditation* status fails to obtain approval of its revised Unified Improvement Plan (UIP) within a set time period or if a school on *Conditional Accreditation* status fails to meet the objectives and time line of its revised UIP or to achieve *Full Accreditation* by the date specified in the revised plan, then the school may be classified as *Seriously Impaired*. For *Seriously Impaired* schools, the State Board appoints an Improvement Consultant team to make recommendations. If progress is not made within six months, the County Board will be placed on *Temporary Approval* status. The County board will receive consultation and assistance to improve personnel management, to establish more efficient financial management practices, to improve instructional programs and rules, or to make any other improvements as necessary. If the impairment is not corrected by the set date, the County Board shall be given *Nonapproval* status. Students attending *Seriously Impaired* schools that fail to improve within a year may transfer once to the nearest *Full Accreditation* school at the *Seriously Impaired* school's expense.

Appendix F

Indicators Include Students with Disabilities

State	Includes Students with Disabilities
Alabama	On a press release found on the state department site (dated June 23, 1999), it stated, "For the second year, all special education students taking the test had their scores included in the school, system and state summaries. The 1999 results include 49,794 special education students and exclude no students who took the test." However, in the subsequent paragraph it goes on to say "Special education students' scores are not included in classifying a school or system as Academic Clear, Academic Caution or Academic Alert." A phone call to the person in charge of student assessment in June 1999 verified that students with disabilities were not included in the accountability system.
Alaska	Scores are listed as including "all students." No further information nor data were found to support or contradict this statement.
Arizona	The Arizona Dept. of Education site emphasizes over and over that accountability is for all students: ▪ "The ADE believes that curriculum, instruction, and assessment must be inclusive and equitable for all students in every district and school." ▪ "Arizona is instituting a comprehensive statewide system for assessing achievement of **all** students on the Arizona Academic Standards. All students, regardless of disability or group membership, will be instructed in accordance with the Arizona Academic Standards, and will be assessed with a variety of state assessment instruments." ▪ "All students, including those with disabilities and limited English proficiency, have the legal right to be included in accountability systems and to be part of the basis for policy decisions that affect them." However, the site also states (in later sections): ▪ "The only exemption from state tests will be for those students (probably only one to two percent of the total student population) whose IEPs exempt them from participating in standardized testing programs, even with adaptations available." ▪ "Use code 9 in column 1 to designate that a student is NOT taking the test in a standardized fashion…It is **very important** that the coding for each student be done accurately since this data will be used to determine which of the student's scores will or will not be included in the score summary reports".
Arkansas	On a separate document from the Arkansas Dept. of Education entitled "Student Assessment Program" dated Fall, 1999, there is information about test administration and special needs students. It states: "The norming population of the Stanford Achievement Test, Ninth Edition, included students who were receiving special education and related services, and who were able to take the tests under standardized conditions. Therefore, all students in grade 5,7, and 10 should be tested except those for whom this type of test is clearly inappropriate. The individual education (IEP) team must determine whether a student with disabilities receiving special education and related services can take the test under standardized conditions or with allowable accommodations". Later in the same document (page 50) is found the following: "In order for a student's scores to be excluded from all summary data, Column H or I should be coded, and Column J must be coded. Exclusion requires a double bubble. These students will receive an Individual Student Profile Report, but will not be included in the summary data".
Colorado	There is no direct reference to the inclusion of special needs students. There is a segment on accommodations that indicates which accommodations are permitted, but it doesn't say whether scores of all are included.
Connecticut	State Department of Education Assessment Guidelines for Administering the Connecticut Mastery Test and the Connecticut Academic Performance Test consider several factors when determining whether special education students will be exempted from all or a portion of the test. There are data to indicate statewide participation rates for the 10th grade CAPT were 94.6% in 1995 and 92.2% in 1997. However, statewide, only 52.1% of the special education students in grade 10 participated in 1996, increasing to 56.7% in 1997. It is unclear whether students who were not included in the test were counted in any other fashion. According to the CCSSO Web site: "Special education students who currently may be exempted from all or a portion of the grade-level must be considered for out-of-level testing when available." CCSSO also states the 1998 edition of the Strategic School Profiles will include for the first time profiles on special education.
Delaware	If students test with accommodations that do not interfere with the comparability of their scores, their scores will be included with those of students testing under regular conditions in school, district, and state results. If the accommodations interfere with comparability, the scores are not included in the school, district, and state results. All students who test will have individual reports produced. In 1999, about 5 percent of the special education students who were enrolled in regular schools were exempted from all or part of the test, while 61 percent were tested with accommodations. The Delaware Alternate Portfolio Assessment (DAPA) was field tested in 1999 and will be fully operational in the 2000-01 school year. The DAPA is for the 2-3% of the students with significant cognitive disabilities who are in functional/life skills curriculum.

Florida	The Web site states: "Schools are required to assess at least ninety percent of all eligible students to ensure that the student performance data accurately represents the performance of the school." However, a news article in the *St. Petersburg Times*, May 23, 1999 linked from the State DOE Web site contends that "State Department of Education officials have been quietly excluding the test scores of thousands of children who are in special education programs.... Today, only results from 'standard curriculum' school children- generally average and gifted students- are released in news conferences, press releases and on the Internet." A similar article in the *Orlando Sentinel*, May 24, 1999, contends: "Florida's practice of excluding the test scores of special education students when computing statewide averages leaves out about ten percent of all test-takers, and some say that gives a distorted picture of child-achievement levels. Special-education students take the tests, but only results from average and gifted school children are released."
Georgia	Information about the Georgia High School Graduation Tests (GHSGT) was found on a link from the Dept. of Education that attempts to answer frequently asked questions about the tests. There was no reference to students with special needs. However, there was a separate link on "Exceptional Students" which stated: "All students must be *considered* for participation in all statewide and district-wide assessments. The IEP team for each student should consider the purpose of the assessment, consider the feasibility of the student participating, determine what accommodations, if any, the student will need, and document in the IEP the decision to participate or, if not, the reason why the student will not participate and identify how the student will be assessed." It further indicated: "The state is obligated to report the number of students with disabilities who take and do not take standardized assessments. The data will be derived from the coding systems. The 9 code signals that the student's scores will be disaggregated. In other words, the students scores will not be combined or included with the scores from the other students who are at that grade level in that school."
Illinois	This site clearly states that if a student (IEP or non-IEP) takes a state assessment test and passes the attemptedness criterion, that student's score will be included in the school, sub-district, district, and state averages and data computations. Beginning in 1999, the option of allowing the student to take the state assessment and excluding that score from the school, district, and state aggregations, (known as "bubbling out") would not be available. If a student receives special education services in a facility that is not the student's home school or school of origin, the student's scores would be included in the aggregations of the "home school" and "home district." The annual School Report Card must contain at least the following two scores: the scores for all students (IEP and non-IEP), and disaggregated scores for IEP students only. Illinois is considering the possibility of including a score representing only non-IEP students (a "regular education" score) on the School Report Card.
Indiana	Certain accommodations prescribed in the respective 504 plans for classroom assessments by the students may be appropriate for use with the Indiana Statewide Testing for Educational Progress (ISTEP+), but test modifications are not permitted. The only reliable scores reported for students who receive accommodations are scores for the criterion-referenced test. Students who receive accommodations will also receive norm-referenced scores on their individual student reports; however, the accommodated norm-referenced scores will not be included in any aggregate reports. A special education student who is not expected to ultimately receive a high school diploma (and does not receive instruction in English/language arts and mathematics that includes the content standards tested by ISTEP+ may be exempted from the testing by the student's case conference committee. Indiana's Assessment System of Educational Proficiencies (IASEP) is being developed to meet Federal guidelines which call for the inclusion of students with disabilities in statewide accountability systems. This population is estimated to include 1 to 2 % of Indiana's students.
Iowa	On a document on "Participation in Assessments" for the the IDEA 97 Implementation Plan there is a segment which says: "For reports the state provides to the public, the following information will be included for assessments that are reported for regular education students: • number of children with disabilities participating in regular assessments (for 97-98 school year) • number of children with disabilities participating in alternate assessments (for 97-98 school year) • performance of children with disabilities on regular assessments (for 98-99 school year) • performance of children with disabilities on alternate assessments (for 2000-2001 school year)."

Kansas	From a Web site document entitled, "Overview of the Kansas Assessment Programs": "All Kansas students at the designated grades including special education and Limited English Proficient students are tested. Students in public and private schools are tested. SPED and LEP students are only excluded from testing when the child's IEP specifically calls for the student not to be tested. In the future, special education and LEP students will be tested based on their grade placement level." On a separate document (obtained at a meeting, not off the Web) it references IDEA and indicated that an alternate assessment is under development only for those children with the most severe cognitive disabilities. Less that 1% of the school population would meet that criteria, and take the alternate assessment. KSDE staff have estimated that 0.7% to 1.5% of the school population cannot meaningfully participate in the regular State Assessments, but do not meet the criteria for inclusion in the alternate assessment. Many of these students participate in the general education curriculum for the better portion of the day. However, they do not have the reading skills necessary to participate in State Assessments. Therefore Kansas believes these children need a "gap" assessment, which would be the regular assessment taken with modifications.
Kentucky	For each school and district, the average performance of all students is assessed in each content area. The content area averages were combined with non-academic factors to determine a school or district average performance level. Scores from alternate portfolios are included in the academic indices. This enables data from an alternate portfolio completed by an eligible student to contribute the same weight to the academic component of the accountability index as would the data for a student participating in the regular components of the assessment program at the elementary, middle, or high school levels. The CCSSO Web site states: "Virtually all students in a school or district were included in this index. LEP students were included after they had been in an English-speaking school for at least two years."
Louisiana	All students, including those with disabilities, are expected to participate in Louisiana's testing program. Approximately 80% of such students will take the LEAP-21 and the Iowa Tests (with accommodations, if required by their individualized education plan, or IEP). The remaining 20% or so are those with very significant disabilities, and they will take an alternate assessment (as required by their IEP). The scores of every student who is eligible to take the LEAP-21 and the Iowa Tests will be included in the calculation of the School Performance Score. During the summer of 1999 for K-8 schools and summer of 2001 for 9-12 schools, each school will receive two School Performance Scores as follows: • "a score including only regular education students (including gifted, talented, speech-impaired only, and 504 students) • a score including regular education students AND students with disabilities. For purposed of determining Academically Unacceptable Schools, during the summer of 1999 for K-8 schools and during the summer of 2001 for 9-12 schools, the School Performance Score that includes only regular education students will be used."
Maryland	Students with disabilities are exempted from participating in the Maryland School Performance Assessment Program (MSPAP) and Functional tests only if they are not attempting to earn a diploma. However, they are assessed through alternative vehicles such as authentic performance tasks, portfolios, and parent participation surveys.
Massachusetts	All public school students, including Limited English Proficient (LEP) and students with disabilities are required to participate in the Massachusetts Comprehensive Assessments (MCA) and the Grade 3 reading test. Those students with an Individualized Education Plan (IEP) are considered to be disabled. In determining how a student with disabilities will participate in the MCAs, the student's IEP team must consider whether the student requires accommodations in order to participate in the tests. If accommodations would not enable the student to take the tests, the team must identify appropriate alternate assessments to enable the student to demonstrate his/her knowledge of the standards contained in the curriculum frameworks. Reports indicating results for individual students, including students with disabilities, are provided in the fall to local school personnel. Parents or guardians also receive a report for their child at that time. All reports identifying individual students are kept confidential.
Michigan	Doesn't speak directly to Students with Disabilities, but the accountability measures for accreditation requires that 95% of enrolled students must be tested.

Mississippi	If non-standard accommodations are used on a test, the results are not considered to be valid, and therefore are not included in the district's summary statistics used in the performance-based accreditation system. Additionally, these scores are not reported to the public since the results are not statistically sound. Students who are provided instruction utilizing an alternate or parallel curriculum in any of the areas assessed will have their scores excluded. This alternate type of curriculum differs from the basic expectations of any other regular education student in that subject area, and the grade given is not based on the basic regular education curriculum objectives. If a student's IEP indicates they are working toward eventually meeting the same basic curriculum objectives but, due to their educational delays, they are not expected to meet the basic curriculum objectives for that school year, their scores will be excluded. Guidelines regarding specific allowable accommodations for each test are on file in the Office of Student Assessment & in the Office of Special Education. Documentation must be maintained on file to support the number of students who will and will not participate in each applicable assessment program, the accommodations, if necessary, for each student and the number of students whose test scores will be excluded from the district's summary statistics as well as the reason for any exclusion of a score.
Missouri	Students with disabilities who participate in the Missouri Assessment Program (MAP) subject area assessments without accommodations receive valid norm-referenced scores for the Terra Nova for each subject area. They also receive standards-referenced scores for their overall performance in relation to the Show-Me Standards. Students with disabilities who receive accommodations will not have valid norm-referenced scores but will receive valid information about their performance in relation to the Show-Me Standards. Their standards-referenced scores will be aggregated with those of other students to describe classroom, building, and district performance. Students with disabilities will have their scores aggregated and reported in their district of residence even if they receive services in another district. State Policy Guidelines specify that local school districts will account for all student enrolled in the school district at the time of the state assessment. All enrolled students will be reported in one of the following categories: (1) regular MAP subject area assessments under standard conditions, (2) regular MAP subject area assessments with accommodations that have been approved, (3) alternate assessments, (4) not participating in either MAP subject area assessments or alternate assessments for: prolonged illness, extended absence from school, or physician recommendation that has been documented in the reporting forms and IEP.
Nebraska	To assist in determining local and state progress and areas of special need, data are reported by subgroup (disaggregated) for students with disabilities whenever the subgroup comprises 5% of the student body, or ten students, whichever is greater. The site asserts that assessment and reporting procedures will follow state and federal guidelines.
Nevada	Few accommodations are permitted for the Terra Nova. In addition, any scores obtained using any non-standard procedure are excluded. Therefore, there are limited ways for students with disabilities to participate and have their scores count.
New Jersey	An *alternative* format of assessment will be provided to students with disabilities with severe disabilities who meet specified criteria. Those with severe disabilities who are "not receiving instruction in any of the knowledge and skills measured by the statewide assessment" and any students who "cannot complete any of the questions on the assessment in a subject area with or without accommodations" may be exempted from participation in statewide tests. They still take locally determined *alternative* assessments as determined by IEP team. Scores of students with disabilities who are not excluded or do not use unapproved modifications are expected to be included in district/school reports. Efforts have been made to include students with disabilities who attend private schools for their disability (their scores are included in the sending districts scores).
New Mexico	Scores of special education students are reported to the state separately and as a part of the aggregate report, except when reporting the scores of less than 10 special education students.
New York	The performance of all students, including students with disabilities is included in the calculations used to determine whether a district is required to develop a Local Assistance Plan for a school, to identify schools not meeting state standards, and to determine if schools are making adequate yearly progress. On the school report card, the performance of all students tested (including students with disabilities) will be aggregated. On the 5th-grade writing test, the performance of general education will be reported separately from that of students with disabilities receiving supplemental services. For all measures, except attendance, dropout, and suspension rates, the performance of students with disabilities will be displayed separately as well as aggregated. For each assessment given, the school is to report the number of students tested, the number of students scoring at each performance level, and the number of students who were IEP-exempted.

North Carolina	Students with disabilities may be exempted from the competency tests if the exemption is stated in the student's IEP and if the student is not following the standard course of study. IEP committees determine the appropriateness of exemptions for students with disabilities. Criteria for exemptions include: type or severity of disability, time spent in special education settings, alignment of instructional goals and test content, and course work completed in regular educational settings or programs. Format accommodations are available for students with disabilities, as well as alternate assessments. If a SWD is exempted from testing in one subject but is included in testing for the remaining subjects, that student will be included in the school's standard testing percentage requirement for that subject area. According to state board policy, every K-8 school must test at least 98% of its eligible students.
Ohio	Participation is a district decision: "Each school district shall adopt a policy and establish procedures regarding the participation of students with disabilities....A school district may exempt a student with a disability from taking one or more of the proficiency tests. Such exemption is made by the IEP team and is specified in the IEP. Modifications in test format and/or test administration procedures will be made to accommodate the needs of an individual student if such modifications are specified in the IEP."
Oklahoma	Not Specified. A link from the State DOE Web site for the policies/procedures manual for special education went to an error page.
Oregon	Participation Rates reported on the School Report Cards do not include students who took the test with accommodations or were exempted by their IEP team: (# attempted test under regular conditions) ÷ (# attempted test under regular conditions + # absent) In addition, the scores for students who took the tests with modifications (accommodations) were not included in the school's performance data on the School Report Card. Participation Rates for the comparative Assessment Report do include them in the formula but not as equal to students who took the assessments under standard conditions: (# attempted test under regular conditions) ÷ (# attempted test under regular conditions + # absent + # tested with modifications + # exempted) It could not be determined from the information on the Web site whether the scores of students who took the tests with modifications (accommodations) were included in the results.
Pennsylvania	A minimum of 80% of students must be included in the Pennsylvania System of School Assessment (PSSA) scores for both years to be eligible for the awards. Students with disabilities who are not exempted due to parent request, IEP, LEP status, extended absence, withdrawal from school, or other reasons are to be included in the PSSA results.
Rhode Island	Student Scores are disaggregated for special reports; however, the performance data on the *Information Works!* Report includes all test takers, which would include all SWD not exempted. No mention was made of scores from accommodated tests.
South Carolina	Students who are included in statewide testing are included in the accountability system. However, the exemption rates for students with disabilities in 1998 was 15,714 students, or >6% of the student population (approx. 60% of special education).
Tennessee	"Records from any student who is eligible for special education services under federal law will not be used as part of the value added assessment."
Texas	Scores are evaluated for "students (non-special education and special education) tested in English in grades 3–8, & 10 (exit-level), for reading, mathematics, and writing." In addition, scores are now evaluated for "students (non-special education and special education) tested on Spanish TAAS in grades 3 – 6, in reading, mathematics, and writing."
Vermont	Not Specified, although the policy talks extensively about inclusion and cites Vermont's portfolio system as an inclusive measure.
Washington	Washington Assessment of Student Learning (WASL) reports the number of students tested in each of the four areas (Mathematics, Reading, Writing, and Listening). Percentages reported are based on the number of students meeting each standard divided by the *percent of students eligible to be tested in each area.* (Results are not reported when <10 students were tested in any area.) Reported percentages of students in each of the four performance levels is based on the number in each level divided by the *number of students eligible to be tested in either reading or mathematics.* Percentages are also reported for students eligible to be tested that were not tested in each area (i.e., students who were absent) and students exempted from each area of the test. This is similar to the reporting practices for the other assessments given.
West Virginia	On the Web site under a section on the state plan from the Office of Special Education it indicates: "Students with disabilities will be part of the state accountability system and the results will be used to improve educational results." Indicators for this objective would be that "the percentage of students with disabilities participating in the norm-referenced component of the Statewide Assessment Program will increase." There were no more specifics as to what the percentage is now, or what was expected as the goal or timeline of the "increase."

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